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AUTHOR	Noto, Jody
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ABSTRACT

This curriculum guide consists of materials for use in presenting the first year of a two-year course in diversified occupations that is designed to teach job search and job-holding skills to disadvantaged and English as a second language (ESL) students. Addressed in the 25 units included in the guide are the following topics: the purposes of diversified occupational education, the reasons people work, phone techniques, resume writing, job applications, cover letters, job interviews, job safety, skill building, career exploration, effective communication, self-improvement, human relations, knowing oneself, diversified occupational math, payrolls, personal budgets, checking accounts, credit, taxes and tax returns, consumerism, consumer advertising, the American free enterprise system, labor unions, and leadership. Each unit contains some or all of the following: one or more lesson plans (each of which includes a lesson name, lesson times, teacher set-up guidelines, materials needed, performance objectives, evaluation criteria, special notes to the instructor, a course outline, and course procedures); handouts; sample forms; learning activities and exercises; and a unit test. Also included in the guide is a bilingual workbook written in Cambodian and English that includes materials for four of the aforementioned units dealing with job search methods. (MN)

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DIVERSIFIED OCCUPATIONS I

Jody Noto
Mariner High School
Mukilteo School District
Everett, WA

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DIVERSIFIED OCCUPATIONS I AND II CURRICULUM

SUGGESTED USE

Each of my students has a 3-ring binder that is kept in the Diversified Occupations classroom. They are to keep only work for this class in that notebook!! The first unit for both first and second year students is "What is D.O.?". In this unit they are given hour sheets, courses outlines, and other such beginning of the year information. They are also taught how to get organized!! You can develop topics to divide their notebooks into to fit your personal needs. I suggest/use this one:

- Hour Sheets
- Unit Work
- Notes
- Goals(for D.O. II)
- Job Packet(include resumes, cover letters, etc.)
- Study of my Job(for D.O.II)

To make grading easier, have the students turn in their notebooks after each unit test to be checked off. Checking off notebooks is a great job for student T.A.'s!! This year I did individual grading sheets for each unit--a real pain! I am planning to design a grading sheet that is for all twenty-five units; possibly broken down into quarters.

I always try to start of a new unit with a pretest. Once they have completed the pretest, we correct it in class and go over it. It is a good way to introduce a new topic. At the end of the period have them turn in the pretest to be recorded on the grade sheet, and keep in their permanent file.

Next comes the vocabulary! Usually I give all the definitions right at the start of the unit. Sometimes, however, it works best to give the definition as you reach the word in the unit. I had planned to include definitions for each unit--some are included. As the year went by I found myself having to revise the level of difficulty of the definitions according to the students in my class. At Mariner, there is a frequent class change habit among many students. Therefore, I constantly have a different group of students with different learning disabilities. For instance, this past quarter, over 50% of my students are Cambodian. There was a definite need to make the definitions as simple as possible! So, you are on your own when it comes to vocabulary. A word of advice: Children's dictionaries are wonderful!!!

Throughout each unit you may find materials that need to be revised to suit your needs. Add to them, delete material, do whatever is necessary. This is the material I use and it works well for me--I hope you, too, find it useful!

I have my students take notes for most units. HEAR-READ-WRITE!! Retention is much better!

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Wrap each unit up with a post test. At Mariner, testing is 75% of each units grade. Therefore, I give the pretest and post test total 75% value, and all other work totaled together a 25% value.

Included in the 25% is also attendance. I have a time clock in my room that each students clocks in and out on each day. They have time cards that are kept next to the time clock. This also gives them experience with time cards--one less "new" thing to face on that first job!

As you will notice on the Course Outlines, eight of the twenty-five units for Diversified Occupations II are repeats of Diversified Occupations I units. There is a good reason for this. These units are all subjects that can never be stressed too much, and will only benefit the students to repeat them. If you would rather they did not do so, have fun creating new units to replace these!

I do have a packet together for work experience. If you are interested in a copy, write and request one, and I will be more than happy to send you a copy. One policy we have here at Mariner I would like to share with you now as I feel it is a good one: NO work experience credit for days you skipped my class!!! Only excused absences will be accepted!

If you have any questions regarding this curriculum, please let me know. It is designed for disadvantaged, both academic and economic, students. As well as for English as Second Language students. In my case, here at Mariner, I am working with students that have an average math ability of a third to sixth grader, and about the same level for reading. Some of this curriculum is designed for a more advanced student--they are usually the shorter units--allowing for more discussion time to explain the terms and concepts will be needed!

Good Luck and thank you for taking time to look at this project. Please let me know what you think of it!

Jodi Noto
Mariner High School
200-120th S.W.
Everett WA 98204
(206) 355-6222

P.S. By the time you read this it will no longer be "Noto"--so please address all mail or phone calls to Jodi Jorgensen!!

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RESOURCES USED

"Employment Skills For The Special Needs Student," Wiersenski.

"Entering the World of Work," Kimbrell*Vinegard

"Job Interviews: Step-by-step Procedures"

Carolyn Hansen Fashion College resume handout

"Work in America," English and Cambodian, Renette Meltebeke

"Don't Get Fired!," Durlynn Anema

"Time Cards and Paychecks," Kenneth J. Rand

"Personal Checking Accounts," Betty Sullivan

"Alphabetic Indexing Rules," Joseph S. Fosegan

"Decimals, Fractions, Percents," W. Gotthard

"Menu-Math," Barbara Johnson and Kitty Scharf

"Life Skills: Attitudes on the job," Brewner, McMahon, Paris, Roche

"Starting a New Job," John McHugh

Other resources are listed on lesson plan pages.

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INSTRUCTIONAL MATERIALS DEVELOPED

There are a total of ten volumes of curriculum for Diversified Occupations disadvantaged students. Following is an outline of the units covered in each volume. The units are put in the order recommended for use; however, the number of units per volume is simply a matter of convenience as to the size of the binding covers.

VOLUME I of X:
- Diversified Occupations I, Unit 1, What is D.O.?
- Diversified Occupations I, Unit 2, Why we work/Introduction to the job market
- Diversified Occupations I, Unit 3, Telephone Techniques
- Diversified Occupations I, Unit 4, Resume Writing
- Diversified Occupations I, Unit 5, Job Applications
- Diversified Occupations I, Unit 6, Cover Letters
- Diversified Occupations I, Unit 7, The Interview
- Diversified Occupations I, Unit 8, Safety on the job

VOLUME II of X:
- Diversified Occupations I, Unit 9, Skill Building
- Diversified Occupaitons I, Unit 10, Career Exploration
- Diversified Occupations I, Unit 11, Effective Communication
- Diversified Occupations I, Unit 12, Self-Improvement
- Diversified Occupations I, Unit 13, Human Relations

VOLUME III of X:
- Diversified Occupations I, Unit 14, Knowing Yourself
- Diversified Occupations I, Unit 15, D. O. Math
- Diversified Occupations I, Unit 16, Payroll

VOLUME IV of X:
- Diversified Occupations I, Unit 17, Personal Budget
- Diversified Occupations I, Unit 18, Checking Account
- Diversified Occupations I, Unit 19, Credit
- Diversified Occupations I, Unit 20, Taxes and Tax Returns

VOLUME V of X:
- Diversified Occupations I, Unit 21, Consumerism
- Diversified Occupations I, Unit 22, Consumer Advertising
- Diversified Occupations I, Unit 23, The American Free Enterprise System
- Diversified Occupations I, Unit 24, Labor Unions
- Diversified Occupations I, Unit 25, Leadership/Tours/Guest Speakers

VOLUME VI of X:
- Diversified Occupations I, Cambodian/English workbooks

VOLUME VII of X:
- Diversified Occupations II, Unit 2, Goal Setting
- Diversified Occupations II, Unit 3, Alphabetic Filing
- Diversified Occupations II, Unit 5, Communication/How to keep a job
- Diversified Occupations II, Unit 6, Bias/Stereotyping-A

VOLUME VIII of X:
- Diversified Occupations II, Unit 7, Bias/Stereotyping-B
- Diversified Occupations II, Unit 3, Bias/Stereotyping-C
- Diversified Occupations II, Unit 10, Technology and Productivity
- Diversified Occupations II, Unit 11, Entrepreneurship
- Diversified Occupations II, Unit 15, D. O. Advanced Math
- Diversified Occupations II, Unit 16, Public Services

VOLUME IX of X:
- Diversified Occupations II, Unit 18, You can bank on it!
- Diversified Occupations II, Unit 19, Family Financial Management-A
- Diversified Occupations II, Unit 20, Family Financial Management-B

VOLUME X of X:
- Diversified Occupations II, Unit 21, Family Financial Management-C
- Diversified Occupations II, Unit 22, Family Financail Management-D
- Diversified Occupations II, Unit 23, Economics
- Diversified Occupations II, Unit 24, Study of my job

DIVERSIFIED OCCUPATIONS I

UNIT I

What is D.O.?

COURSE OUTLINES

Unit #	Diversified Occupations I	Diversified Occupations II
1	What is D.O.?	(D.O.I--What is D.O.?)
2	Why we work/Introduction to the job market	Goal Setting
3	Phone Techniques	Alphabetic Filing
4	Resume Writing	(D.O.I--Resume Writing)
5	Job Applications	Communication/How to keep a job
6	Cover Letter	Bias/Stereotyping-A
7	The Interview	Bias/Stereotyping-B
8	Safety on the job	Bias/Stereotyping-C
9	Skill Building	(D.O.I--Skill Building)
10	Career Exploration	Technology & Productivity
11	Effective Communication	Enterpreneurship
12	Self-Improvement	(D.O.I--Self-Improvement)
13	Human Relations	(D.O.I--Human Relations)
14	Knowing Yourself	(D.O.I--Knowing Yourself)
15	D. O. Math	D. O. Advanced Math
16	Payroll	Public Services
17	Personal Budget	(D.O.I--Personal Budget)
18	Checking Account	You Can Bank On It!
19	Credit	Family Financial Management-A
20	Taxes and Tax Returns	Family Financial Management-B
21	Consumerism	Family Financial Management-C
22	Consumer Advertising	Family Financial Management-D
23	The American Free Enterprise System	Economics
24	Labor Unions	Study of my Job
25	Leadership/Tours/Guest Speakers	(D.O.I--Leadership/Tours/Guest Speakers)

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DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME What is D. O.

2. LESSON NAME Introduction to D. O.

3. LESSON TIME 2 days

4. TEACHER SET-UP copies: Class Rules, Course Goals, Course Outline, Awards Explanation, Application, Hour Sheets, Interest Inventory

5. MATERIALS NEEDED one 3-ring binder per student, one time card per student, one 3 x 5 card per student

6. PERFORMANCE OBJECTIVES

   A) TSWBAT complete Application, Interest Inventory and information card.

   B) TSWBAT show understanding of class rules and syllabus.

   C) TSWBAT start a notebook for course work and record-keeping purposes.

7. EVALUATION

8. SPECIAL NOTES Each student will turn in a weekly hour sheet to be totalled by the coordinator—credit is not given for days the student was not in class—this then is transferred to the yearly hour sheet.
   Applications and Interest Inventory and Information Card will be kept in the student's permanent D.O. File.

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DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
1) Course Rules	1) HANDOUT, read over and answer questions
2) Course Goals	2) HANDOUT, read over
3) Awards Explanation	3) HANDOUT, read over
4) Course Outline	4) HANDOUT, read over
5) Application	5) HANDOUT, explain and have them complete and turn in
6) Interest Inventory	6) HANDOUT, complete
7) Weekly Hour Sheet	7) HANDOUT, explain and show them where they are located and that they are to be filled out each week if they are working
8) Hour Sheet	8) HANDOUT, explain that their weekly hours will transferred on to this form--they only get credit for work hours on days they were present in class and weekends

DIVERSIFIED OCCUPATIONS I

COURSE RULES

Description of Course

Diversified Occupations is a course to help you learn and have an understanding about the world of work. In class we will cover various topics of how to find a job, how to keep a job and basic skills that are common to most types of work. I will try to vary the activities so they will be interesting, motivating, and relevant to today's work situations. In addition, I hope to find some type of employment for each of you. In order to do this, however, I will need your patience, suggestions, and cooperation. Let's have a wonderful year!

Materials Needed

Each student is to come prepared for class everyday with supplies necessary to complete assignments (pen or pencil, paper, etc.) Notebooks will be provided for you and should be kept in the D.O. Classroom.

Classroom Rules

1) Clock in and out on the time clock every day you are in class.
2) Please—no food or drink in the room. You may chew gum as long as it cannot be heard or seen.
3) Nobody puts another person down in the class. Our goal is to get along with each other (no name calling, making fun of, etc.)
4) Please do not leave the classroom without permission, and stay in your seats until the bell rings.
5) After four absences, I will contact your parent/guardian and inform him/her of the problem. If the problem continues, I will refer it to the student office.
6) If your behavior is such that it is disruptive to others in the classroom, or you feel you do not need to do your work, I will ask you to go to the Time-Out Room and make a contract in regard to what you will do in class to correct the problem.
7) Notebooks must be kept up-to-date and checked off by me on designated days.
8) No chewing tabacco allowed in the room.

Grading

Five units must be completed each quarter (including Mini-Term) at mastery level (70% or above). Anything below 70% must be done over within one school week of the unit test.

General

If you have any questions or suggestions of what you would like to learn in this class, please feel free to talk with me. I am available before school and usually after school. If these times are not convenient, we can arrange a time to meet.

DIVERSIFIED OCCUPATIONS I

COURSE GOALS

Diversified Occupations is a work training program targeted for students who are interested in learning about the world of work, and for those who are interested in a variety of occupations.

The teacher provides classroom instruction that is relevant and will better prepare students for employment. The program goal is to secure employment (volunteer or paid) for every individual enrolled in the course. The teacher also serves as a coordinator who makes contact with employers about student performance, on-site visitations, student evaluations, and course content suggestions.

The teacher/coordinator, student, and employer work together to provide a successful training station so that the employer and student will benefit by their involvement in the program. The immediate goal is a positive learning experience in a vocational career.

DIVERSIFIED OCCUPATIONS I

AWARDS EXPLANATION

Each month awards will be presented in three areas to students in the Diversified Occupations class and their employers:

1) "Employee of the Month"
   All students working will be eligible for this award.
2) "Employer of the Month"
   All students working will be able to nominate their employer for this award.
3) "Attendance"
   All students having perfect attendance will be eligible for this award.

Certificates will be given to all students and employers receiving awards.

DIVERSIFIED OCCUPATIONS I

COURSE OUTLINE

Unit	
1	What is D. O.
2	Why we work/Introduction to the job market
3	Telephone Techniques
4	Resume Writing
5	Job Applications
6	Cover Letters
7	The Interview
8	Safety on the Job
9	Skill Building
10	Career Exploration
11	Effective Communication
12	Self-Improvement
13	Human Relations
14	Knowing Yourself
15	D. O. Math
16	Payroll
17	Personal Budget
18	Checking Accounts
19	Credit
20	Taxes and Tax Returns
21	Consumerism
22	Consumer Advertising
23	The American Free Enterprise System
24	Labor Unions
25	Leadership/Tours/Guest Speakers

DIVERSIFIED OCCUPATIONS I

APPLICATION

Name ________________________________ Date __________

Address ________________________________ Phone __________

Age ______ Date of Birth __________

Mother's Name ______________________ Occupation __________

Father's Name ______________________ Occupation __________

Grade Point Average: (Check Office Records) __________

How many days were you absent or tardy? (Check Office Records)

	absent	tardy
Sophomore	______	______
Junior	______	______

Please explain reason for any absences or tardies in excess of two per year:

____

How many credits have you completed? __________________

What required courses for graduation do you have to complete? ____

____

List any extra-curricular activities in which you are participating or in which you have participated in the past (school activities, hobbies, special interests, church, organizations, etc.): ____________

____

List three teachers at this school you have known for at least one semester to serve as your references:

____

____

____

DIVERSIFIED OCCUPATIONS I

APPLICATION continued

Would you have transportation to and from work?_______________

Are you employed?__________________If so:

Name of Firm______________________________________

Address______________________________Phone__________

Supervisor____

List any previous employment:

Where	When

What is your career objective?____________________________

Plans after High School:________________________________

Do you have a Resume?_______________

Please state your reasons for wanting to enroll in Diversified Occupations:

Signature_______________________

DIVERSIFIED OCCUPATIONS I

INTEREST INVENTORY

I am asking you to fill out this inventory so that we can get to know one another better. Thank you for your help!

NAME____

ADDRESS____

PHONE____

WHERE ELSE HAVE YOU LIVED?_______________________

PETS____

BROTHERS AND SISTERS____________________________

SPECIAL HOBBIES__________________________________

RECREATIONAL ACTIVITIES__________________________

FAVORITE FOODS__________________________________

FAVORITE MUSIC__________________________________

FAVORITE TV SHOW________________________________

FAVORITE BOOK___________________________________

FAVORITE CLASS__________________________________

WHY DO YOU LIKE OR DISLIKE SCHOOL________________

TELL ME ABOUT THE PERSON IN YOUR LIFE THAT HAS THE MOST MEANING TO YOU

____

____

CAREER GOAL_____________________________________

ARE YOU WORKING?______ IF SO, WHERE?______________

WHERE HAVE YOU WORKED___________________________

WHERE WOULD YOU LIKE TO WORK_____________________

WHAT DO YOU WANT TO LEARN IN THIS CLASS?__________

____

*Feel free to add anything else on the back!

DIVERSIFIED OCCUPATIONS I

WEEKLY HOUR SHEET

Name________________________________

Day	Date	Total Hours Worked	Rate of Pay
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Total Week's Hours____________________

Coordinator's Signature________________

DIVERSIFIED OCCUPATIONS I

HOUR SHEET

Name______________________________ Social Security #___________

Employer____

Supervisor________________________ Phone #___________________

Week Ending	Week's Hours	Accum. Hours	Hourly Wage	Coordinator's Initials	Quarter's Total Hours

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME What is D. O.
2. LESSON NAME Personal Organization
3. LESSON TIME 3 days
4. TEACHER SET-UP Copies of: Vocabulary, Circle-the-words Puzzle, Questions & Problems, To-Do List, Test , Alphabetizing, Filing
5. MATERIALS NEEDED Alphabetical Cards, magazines, scissors, envelopes
6. PERFORMANCE OBJECTIVES

   A) TSWBAT explain the importance of personal neatness and orderliness in everyday life.

   B) TSWBAT state the importance of keeping personal papers.

   C) TSWBAT sort and file school and personal papers in an orderly manner.
7. EVALUATION
8. SPECIAL NOTES ***You may want to provide each student with a notebook to be kept in class. Also indexes to keep the notebooks organized by unit or quarter

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
1) Vocabulary	1) HANDOUT, give definitions
2) Alphabetizing	2) HANDOUT, complete
3) Filing By Subject	3) HANDOUT, complete #1 and then pass out magazines, and scissors and envelopes so they can complete the assignment
4) Personal neatness and orderliness in everyday life	4) Give example of me and my desk being messy when principal comes in to evaluate me--first impressions are lasting Ask: -Why is it important to have personal neatness? -Why is it important to maintain orderly papers and materials at work? -Is it important for a worker to have well-kept tools and know where they are? -Is it helpful to keep a calendar of things to do? Why?
5) Things To Do Today	5) HANDOUT, use for one day to organize their schedules -refer to "Beating Deadline Tension"
6) Importance of keeping personal papers and sort and file school and personal papers in orderly manner	6) Why important? -business matters, tax purposes, married, death What papers and why? -check stubs--record of payment, stop payment -car papers--title, registration, and insurance--make sure insured and for when sold or pulled over -insurance papers--used if you're injured or die -IRS forms--record for tax purposes -Others: guarantees, waranties, receipts to prove ownership, purchase, repairs Different Filing Systems -file cabinet, cardboard box, index file, safety deposit box, alphabetically, etc. Advantages/Disadvantages -neat files: accurate records -unkept files: lost papers, lack of proof
7) Questions and Problems	7) HANDOUT, complete

	CONTENT OUTLINE	PROCEDURES
8)	Sort and file papers	8) Sort and file HANDOUT'S to date in notebooks--provide notebook and indexs
9)	Circle-the-words Puzzle	9) HANDOUT, complete
10)	Test	10) HANDOUT, complete and turn in

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Beating Deadline Tension

Panicky and paralyzed when you're under pressure to produce? Chill out, Miss Jitters! These stress-chasing tactics will help you sail successfully through the most trying situations.

By Michelle Bekey

☐ A pain stabs suddenly at your temples. You feel frazzled, frenzied, on the verge of coming *unglued*. Yes, whether the goal is netting a plum account or serving up a delectable pasta primavera, being under pressure to produce invariably brings on the stomach-clutching sensation known as deadline tension. This response can be a tremendous boon, motivating you to achieve stellar results in minimal time; but all too often, the opposite happens. You procrastinate until the last possible second, then scramble frantically. Meanwhile, work grows shoddy, friendships turn wobbly, and you're often slowed down by a cold, backache, migraine. You swear to get started sooner next time around, that you'll never get into such a fix again, but somehow things never change.

But meeting deadlines doesn't *have* to be this way. Although you probably won't ever be able to eliminate the jitters completely, you *can* bring them under control—and, by so doing, reap splendid rewards in terms of career, relationships, even health. How to pull *off* such a fabulous feat, keep a cool head under the most nerve-trying conditions? Ponder this twenty-point program!

1. **Examine your deadline strategy.** Do you ignore a deadline until it's almost too late, work intensely for long periods without pausing to reflect, perform such haphazard, distracting tasks as compulsive pencil sharpening? Or perhaps you consistently wait for a coworker to deliver critical information without checking [illegible] progress, complain incessantly, [illegible] the slightest frustration or sign of minor physical ailment. You may even berate yourself for not getting started sooner—while *still* putting off the project. "There are endless ways to mess up," says Dennis Jaffe, a West Los Angeles psychologist and stress expert. "We're pretty good at avoiding things we just don't want to do."

2. **Determine *why* you're responding the way you are.** Unearthing the reasons for such avoidance tactics is vital if you're to develop new, successful strategies, so now ask yourself this next set of questions. Do you secretly resent being saddled with someone else's work, feel a task is unnecessary or that it could be better accomplished differently? Are you afraid of failing—or succeeding? Might you be totally lost as to how to pull off a particular assignment, yet reluctant to ask for help? Another possibility is that you're the sort of person who uses deadlines as a source of stimulation and excitement to enliven an otherwise dull job or living situation (one test: Do you find yourself smiling when you describe a last-minute coup?). Or perhaps, like the Middle East correspondent who hang-glides during off hours, you're the sort of person who requires high intensity in *all* aspects of life.

3. **Look at the source of your deadlines.** Some professions are more deadline-fraught than others—journalism, sales, advertising, entrepreneurial ventures are all classic high-pressure slots—but the vast majority of deadlines are self-imposed. A writer who feels she *must* produce one book a year, a stockbroker determined to earn $100,000 in gross commissions *or else*, are only compounding external pressures. Do *you* have unrealistically high expectations?

4. **Understand why a task is important.** You can't feel good about *any* deadline, self-imposed or not, unless you know why you're supposed to meet it. Take a searching look at short-term goals—a weekend off, coveted promotion—then figure out how the deadline fits into a larger time frame. Dru Scott, author of *How to Put More Time in Your Life*, suggests picturing yourself as guest of honor at your hundredth birthday party. "What are you most proud of?" she asks. Scott advises that you outline these imaginary personal and professional achievements in writing, then work backward to set goals for ten years, five years, and one year from now. "Doing so helps you see clearly what's most important to you, as well as why you have to perform certain tasks to get where you want to be," she explains.

5. **Accept responsibility.** "Own your deadlines," advises Dennis Jaffe. This means making a contract with yourself—in writing—to complete a project by a given date. List reasons you'd like to succeed and penalties that may ensue if you don't. Then sign the statement as you would any other document, simultaneously telling yourself you'll have *enough* time—but not *plenty* of it—to meet the deadline.

6. **Get a calendar** . . . or make use of one you already have, to help you plan and meet deadlines successfully. The daily or weekly type works best, as there's room to enter appointments, phone numbers, and notes to yourself. You'll be able to see at a glance what needs to be done when, thereby balancing professional and social commitments.

7. **Set priorities.** As soon as you commit yourself to a deadline, visualize your goal and then list every single step necessary for completion. Giving a talk, for instance, may involve research, writing, a go-ahead from your boss, rewriting, and practicing the actual presentation. Put items in sequence, number them, and anticipate possible problems (for example, what if the researcher doesn't deliver background information on schedule?). Decide how much time you'll need for each stage, allow for complications, and devise strategies for handling any that may come up.

8. **Set a time schedule.** Using your list of subtasks, decide when you'll need to begin each phase and note it on your calendar as you would an appointment. "This way, when someone calls to make a lunch date, you'll know you have a prior commitment," explains Milton Holmen, a psychologist and former pro-

ILLUSTRATION BY CATHERINE SIRACUSA

DEADLINE TENSION

[continued]

fessor of management at UCLA. "That's a lot better than going ahead with the lunch and feeling guilty." You may also want to break each task into still smaller doable elements. "Check with Ann for background info." or "Call butcher to order roast for dinner party" will insure that each component is in place.

9. **Make daily to-do lists.** Each morning, also jot down people to call, appointments, other musts in order of importance, and keep the list visible on your desk or clipped to the front of your calendar. If the lineup includes a chore you simply can't bear the thought of, tackle it in short spurts. "You can stand anything for fifteen minutes a day," comments Dru Scott. Possibly, you'll feel like continuing once the task is underway, and even if not, you'll work much harder than if you were faced with several hours of a job you despise.

10. **Program breaks, rewards, and time for review.** After a two-hour stretch on any particularly demanding project, unpleasant or not, schedule time out for lunch, dinner with a special friend, a movie. Take a minimum of ten or fifteen minutes off every two hours, too, to get up from your desk, stretch, go for a quick jaunt down the hall or around the block. You may also want to return urgent phone calls at this point or focus on another, less time-consuming phase of the same project in order to get your mind off what you've been doing. Review work after the break, when you have a fresh perspective. You'll gain incentive to complete the task, plus more mileage from the hours you do put in.

11. **Practice stress-reduction techniques.** There are still other ways to take time out during that pressured predeadline period. Julian Norton-Ford, a psychologist for the California Family Study Center in Los Angeles, suggests allotting a few minutes each hour for deep breathing and visualizations—meandering through a sunny garden, for example, or relaxing by a sparkling mountain lake. Concentrate on loosening tense muscles in your body, especially in your back and neck.

12. **Respect your work style.** When planning your schedule, it's vital to consider personal ways of operating. Are you a day or night person? Do you work best in total silence or with soft background music playing? In short spurts or long hauls? In the office or at home? Arrange your program around such preferences whenever possible—being aware that an apartment offers a refrigerator, TV, and other distractions not usually present in the workplace. Use "down time" (periods when you're not feeling productive), or minutes spent standing on line in banks, to check your daily list for what to do next.

13. **Stay calm.** Whatever your work style, in a real time crunch, you may feel too paralyzed to act. When this sort of "freeze" occurs, try making a written list (or referring to your existing rundown) of matters that need to be attended to. Set up columns with headings for financial payoffs, career opportunities, one-shot possibilities, the area that gives you the greatest sense of accomplishment, what you feel best able to handle at the moment. Rate each task, then tackle the one that seems most pressing. (A quick phone call on someone's birthday may show up as more important than laboring on a project you won't finish for several days anyway.)

14. **Be realistic about what you can handle.** If you *do* get overextended despite your best efforts, take a moment after the deadline has passed to figure out where you went wrong and how you can better handle a similar situation next time around. Did you agree to an unrealistic target date, so that you came off seeming incompetent? Or put off packing for a vacation trip until the last minute, forgetting not only your new swimsuit but the names and addresses of several well-heeled darlings who might have squired you around? Now you know *better*.

15. **Enlist support services.** Whenever you're under the gun, recruit everyone you possibly can to help—secretarial and messenger services, friends, husband, lovers, even children. Hire a household helper, order food in, or, bet[illegible] out. Learn technological support [illegible]s, such as dictating and word processing, too—using them will save you even *more* time.

16. **Realize you can't do everything.** To survive, you've *got* to surrender the conviction that you—and only you—can do a job correctly. Whether at home or at work, many tasks can often be handled by another person while you retain overall responsibility. If no help is available, consider training someone to rely on in a future crunch—and do it now!

17. **Give yourself psychological support.** You can enlist the help of your *own* psyche, too. Whenever you feel thoughts wandering, sternly tell yourself "stop!" and return to the task at hand. If that fails, set aside five minutes to do nothing but worry, then shift gears and go back to what you were doing. Confronting concerns allows you to resume work with a clearer head and realize fretting is futile, anyway. Or try the sort of "positive self statement" suggested by psychologist Norton-Ford: "It's not the end of the world"; "I'll handle this"; "It will all work out." Bonus: If *you're* unruffled, chances are those around you will be, too, and then the whole project will go more smoothly.

18. **Get clear instructions.** Another way to help a project proceed swimmingly, especially if you're overloaded with work by more than one boss, is to ask for a consensus on what takes priority. If you get confused, *stop*—no matter how frantic your superiors seem to be. You might say something like, "I can see you're really busy, but could we just take a minute to get this straight?" Renegotiate noncritical deadlines, if necessary. Or try the "creative procrastination" suggested by L.A. psychologist Milton Holmen: Assuming you're sure something isn't urgent, let it sit twenty-four hours until tensions cool.

19. **Be flexible.** All the aforementioned techniques can help you cope, but be aware that what works for one deadline may not with another—each has its own set of pressures and rewards. And if you're *still* having trouble meeting deadlines, don't be leery about considering a change in roles, organizations, relationships, or living situations. You won't be failing—just coming to terms with what you want most and can handle.

20. **Think positively.** Finally, remember that deadlines are tools to help you do your best, not roadblocks to be overcome at any cost. "Most deadline tension *is* manageable," says author Dru Scott reassuringly. "It's just a question of finding the right balance."

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DIVERSIFIED OCCUPATIONS I

UNIT #1

VOCABULARY

1) ORGANIZATION:

2) ORDERLINESSS:

3) FILING:

4) IMPRESSION:

ALPHABETIZING

Directions: Arrange the alphabet file cards in alphabetical order as quickly as you can.

1) What time was it when you started this job?______________

2) What time was it when you finished this job?______________

3) How many minutes did it take you to alphabetize the cards?

____

Directions: Shuffle the file cards so they are not alphabetical. Again, arrange the alphabet file cards in alphabetical order as quickly as you can.

1) What time was it when you started this job?______________

2) What time was it when you finished this job?______________

3) How many minutes did it take you to alphabetize the cards?

____

4) Were you able to finish the job in a shorter time the second try?

____

5) If the answer is yes, how much better was your time?_______

DIVERSIFIED OCCUPATIONS I

FILING BY SUBJECT

Directions:

1) Decide on three subjects you are interested in. Write the names of those subjects here:

   a. ____

   b. ____

   c. ____

2) Look through the magazines supplied by your teacher and remove pictures about those subjects.

3) When you have collected at least 7 pictures in each subject area, trim them with scissors.

4) Put the pictures in the order you think best.

5) Use a pen and number each picture in the upper right corner.

6) When the pictures are numbered and in numerical order, place them in 3 seperate envelopes. Each envelope labeled with the subject content.

7) Now put the 3 envelopes in alphabetical order.

8) Staple the 3 envelopes together and turn in to your teacher to check your work.

DIVERSIFIED OCCUPATIONS I

THINGS TO DO TODAY

DAY

DATE

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REDUCE STRESS - BE ORGANIZED!

DIVERSIFIED OCCUPATIONS I

UNIT #1

QUESTIONS AND PROBLEMS

1) Tom owes $10 to Mike, who lives 30 miles from Tom. The money is sent to Mike in a letter that was folded around two $5 bills. Mike said he never got the letter or the money. What should Tom do?

2) Lottie bought two dresses from a company in Chicago by ordering from a mail-order catalog. She sent the money by check with the order. The company wrote Lottie that they got the order but no check was in the envelope. What should Lottie do?

3) Oscar owed a store for five items, all charged at different times. These were the bills: $6.21, $9.13, $4.40, $22.73, and $17.62. What was the total? Oscar could not pay for all of this at once, so what should he do? How can he get proof if he pays any amount by cash? How would you pay?

4) Ken and Mabel sent their 10-year-old daughter downtown one day to take a check to a store for some medicine that Mabel had ordered by telephone. The girl got to the store but had lost the check on the way. What should she do? Should the parents look for the check or just say, "Oh well, we can just make out another check?" What if a stranger finds the check?

5) Margaret sent her mother $25 by money order in a letter. Her mother says the letter never got to her. What should Margaret do with the little stub from the money order?

6) Cal paid $18.20 in cash to Ron for a part of an engine that he bought. When he asked Ron for a receipt, Ron replied, "Why should I go to that trouble? My hands are cold. Man, it's ten below out here! We both know it's paid. Why bother?" Should Cal just forget about it?

7) Joe ordered a magazine for one year. He sent the right amount by a personal check in a letter. The magazine started coming, but in one month Joe got another bill for the year's cost and the canceled check had not returned from the bank. What should Joe do? Would it help to call his bank?

8) Dan and Selma made a large contribution to their church by personal check. When the check came back from the bank it was put in a shoe box along with other important papers. This box was in a closet on a shelf, but mice got in there and chewed up most of this check and some other papers.
The Internal Revenue Service representative checked this couple's report and wanted to know if this much money was really given to the church. How could they prove it? The representative said that if they could not prove it, they owed more taxes.

9) Lila Mae owed a store for a dress she bought three weeks before. She went in one day and paid it by cash. The receipt paper she got she thought she put in a drawer at home, but in a few weeks she could not find it. The store had written and said she still owed for the dress. Should she pay twice?

DIVERSIFIED OCCUPATIONS I

UNIT #1

CIRCLE-THE-WORDS PUZZLE

Find and circle the word in the lines below. Each word has between 4 and 12 letters. The starred (*) numbers mean the words are spelled backwards.

1. X O S P E C I F I C Y M T S R

2. F I L E B R D A L H F B K L D

*3. A E F S E L I P N N A D Z O J

4. N I C T P C A V S L O P P Y L

5. Q E S T A B L I S H T Q S T I

*6. K L E R U T C U R T S E C P E

7. I A S B V M A I N T A I N R D

8. L C H A O T I C D S E I V N C

*9. V T R D V W D R A Z A H P A H

10. E C C L E A N E D W N A H D J

11. L G P S Y S T E M A T I C E G

*12. Y S S E M B F U J B B L E T N

13. S T D I O R G A N I Z E D H Q

14. G Y O A P P E A R A N C E L U

*15. D S R V N M N R E T T A P Q A

16. T H O R O U G H N E S S T D B

17. H D B J G C A L E N D A R C L

*18. L L E D Y F B R D E N N A L P

19. Q P R E P A R E D Q M N S B X

20. N C S I M P R E S S I O N G F

*21. M Z D Y T I L A U Q P L F S K

22. R B Q O R D E R L I N E S S Q

23. A R R A N G E D C F A E W F L

24. R P T I D Y N E S S Z I R F N

*25. Q M D E N E T H G I A R T S Z

DIVERSIFIED OCCUPATIONS I

UNIT #1

TEST

Match the following vocabulary words to the proper definition:

____Organization
____Orderliness
____Filing
____Impression

a) Act of impressing; get approval of
b) To arrange in an orderly way
c) Neat or tidy in arrangement
d) To arrange in order for future reference

1) List a benefit of using a "To-Do List"

2) List 3 reasons why being orderly is good:
   a)
   b)
   c)

3) List 5 reasons for keeping personal files:
   a)
   b)
   c)
   d)
   e)

4) Name 3 ways you can file:
   a)
   b)
   c)

5) List 2 important personal papers and why they should be filed:
   a)
   b)

DIVERSIFIED OCCUPATIONS I

UNIT 2

Why we work/
Introduction to the job market

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME Why we work/Into. to the job market

2. LESSON NAME Find Job Openings

3. LESSON TIME 5 days

4. TEACHER SET-UP Copies: pretest, vocabulary, test, Find Job Openings packet

5. MATERIALS NEEDED

6. PERFORMANCE OBJECTIVES

A) TSWBAT identify reasons people work.

B) TSWBAT identify ways to find job openings.

C) TSWBAT demonstrate methods of applying for job openings.

7. EVALUATION

8. SPECIAL NOTES You may want to have getting a health certificate a whole class project—bring in the study book and film and have someone come and administer the tests.
"Job Hunting Skills" is a good extra credit or review project for students to do on their own on the computers!

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
1) Pretest	1) HANDOUT, complete and turn in
2) Vocabulary	2) HANDOUT, give definitions
3) Introduction	3) HANDOUT, read over
4) Why Do People Work	4) HANDOUT, read over and answer question at the end
5) Papers I Will Need	5) HANDOUT, read over. If they don't have a Social Security Number have them complete an application Possibly do Health Certificates as a class--if enough interested in careers in that area
6) Getting a Health Card	6) HANDOUT, read. See above. Answer questions.
7) Job Search	7) HANDOUT, explain route/process of the Job Search
8) Resources for the Hidden Job Market Include	8) HANDOUT, read and discuss
9) Where Should You Look?	9) HANDOUT, read and discuss
10) Helping Resources	10) HANDOUT, complete
11) A Sample Letter	11) HANDOUT, read and discuss. Have them write one letter. If a problem with postage, mail for them and have them work it off by doing some errand.
12) Help Wanted	12) HANDOUT, complete
13) Want Ad Abbreviations and Vocabulary	13) HANDOUT, complete
14) How To Apply	14) HANDOUT, complete
15) Ways to Apply	15) HANDOUT, read and discuss
16) Sample Business Letter	16) HANDOUT, read and discuss
17) Earning Promotions/Changing Jobs	17) HANDOUT, read and discuss
18) Test	18) HANDOUT, complete and turn in

UNIT #2

PRETEST

Match the following vocabulary to the definitions. Place the definition number in the blank next to the vocabulary word.

_____Application
_____Resume
_____Cover Letter
_____Interview
_____References
_____Appointment

1. a person able to describe one's ability or character
2. letter of introduction and request for consideration
3. an agreement to be somewhere at a certain time
4. form used in amking a request
5. meet and talk to someone, usually to get/give information
6. summary of one's career and qualifications

If you were going to look for a job in a fast food restaurant, what steps would you take in getting that job?

a.

b.

c.

d.

e.

f.

g.

DIVERSIFIED OCCUPATIONS I

UNIT #2

VOCABULARY

1) APPLICATION

2) RESUME

3) COVER LETTER

4) REFERENCE

5) WANT ADS

6) APPOINTMENT

7) INTERVIEW

8) JOB MARKET

DIVERSIFIED OCCUPATIONS I

INTRODUCTION

Your entry into the working world should be a happy and successful experience to provide you the encouragement you need in order to become a competent, effective, and satisfied worker as well as an active and participating citizen of your community.

No doubt you will have to, at some time, approach a prospective employer for a job. Previous preparation on how to apply for a job will help you avoid making mistakes and increases your chances of securing your first part-time or full-time job. The following points are presented to assist you in making preparation for that experience of applying for a job.

There are some pages that do not involve assignments. They have been included in order to help you be successful in your job finding experiences. It is my hope that you will keep these and refer to them whenever you find it necessary to look for a new job.

DIVERSIFIED OCCUPATIONS I

WHY DO PEOPLE WORK

Why do people work? This is a very difficult question to answer. Can you answer it? Many people say this is impossible. We might answer the questions by speaking only for ourselves, but do we really know the reasons why people around us work? Let us look at some of the reasons listed below:

1) Monetary gain: It is only natural that we would want money. It is usually foremost. With money, we can get the material necessities for life. It must be remembered, however, that the amount of money we make is usually dependent upon the kind of and amount of service we can offer that employer or benefit that company.
2) Personal recognition: We desire that people enjoy our company, understand us, appreciate us, realize our abilities and make us feel worthwhile. Performing work can be a means of selling yourself and all your qualities.
3) Work recognition: We like credit. We want and desire it—inside anyway. The correct kind of credit and recognition can be so strong of a motivating factor that it can make us somewhat superhuman in our feelings and actions, thus molding and developing a better human being.
4) Achievement: It is surely a natural instinct in man to want to achieve and to accomplish; however, you must have a goal to work for. If you are not aiming for something you surely will wander aimlessly and possibly achieve nothing. Work can be the best and most enjoyable path to follow to attain your goals in life.
5) Feeling important: We want to be part of something. We want to belong. We want to feel that we are important in promoting success in something such as the department of the company we work in.
6) Self-satisfaction: We work just to make something of ourselves.

7) Security: We work to build a foundation for our future. It is a means of self-preservation. Without work we fear what might happen to us or our dependents.

8) Education, training, experience and advancement: Work can be a means of climbing the ladder to success. Work provides the opportunity to develop the whole individual.

What reasons do you have for working?!

____

____

____

____

____

PAPERS I WILL NEED

To get a job, you must have a Social Security card. To get a Social Security card, you may need your birth certificate. You may also need a work permit, a health certificate, or a driver's license to get a job. Some of these papers you may already have. If you don't, remember, it often takes weeks to get some of them. Plan on getting any that you know you will need before you apply for a job.

SOCIAL SECURITY CARD AND NUMBER

You always need a Social Security number to get a job. Every job application form will ask for your Social Security number. Your employer must send money to the government for your Social Security account. Your Social Security number is needed for this purpose. You may also be asked for your Social Security number when you apply for a driver's license, a work permit, or a health certificate. Your Social Security number is your tax identification number, too. You must use it when you make out your income tax returns. When you retire or if you become disabled, you will start receiving money from your Social Security account.

If you don't have a Social Security number yet, it is easy to get a card that shows it. Look up the Social Security Administration in the telephone book under "United States Government, Health, Education, and Welfare." Call or write this office and tell them you need a Social Security card. The people in the office will help you apply for a card. Getting your card may take a few weeks, so apply as soon as you can. You don't want to lose time when you are ready to take a job.

If at one time you had a card with your number on it but have lost the card, then apply for a new card, but be sure to request your old number. The number that you get is yours for life and belongs only to you. If you have more than one number, it may mean the loss of benefits when you are eligible to apply.

If you have your name changed through marriage, adoption, or for some other reason, then it is necessary for you to apply for a name change, but using your same old number.

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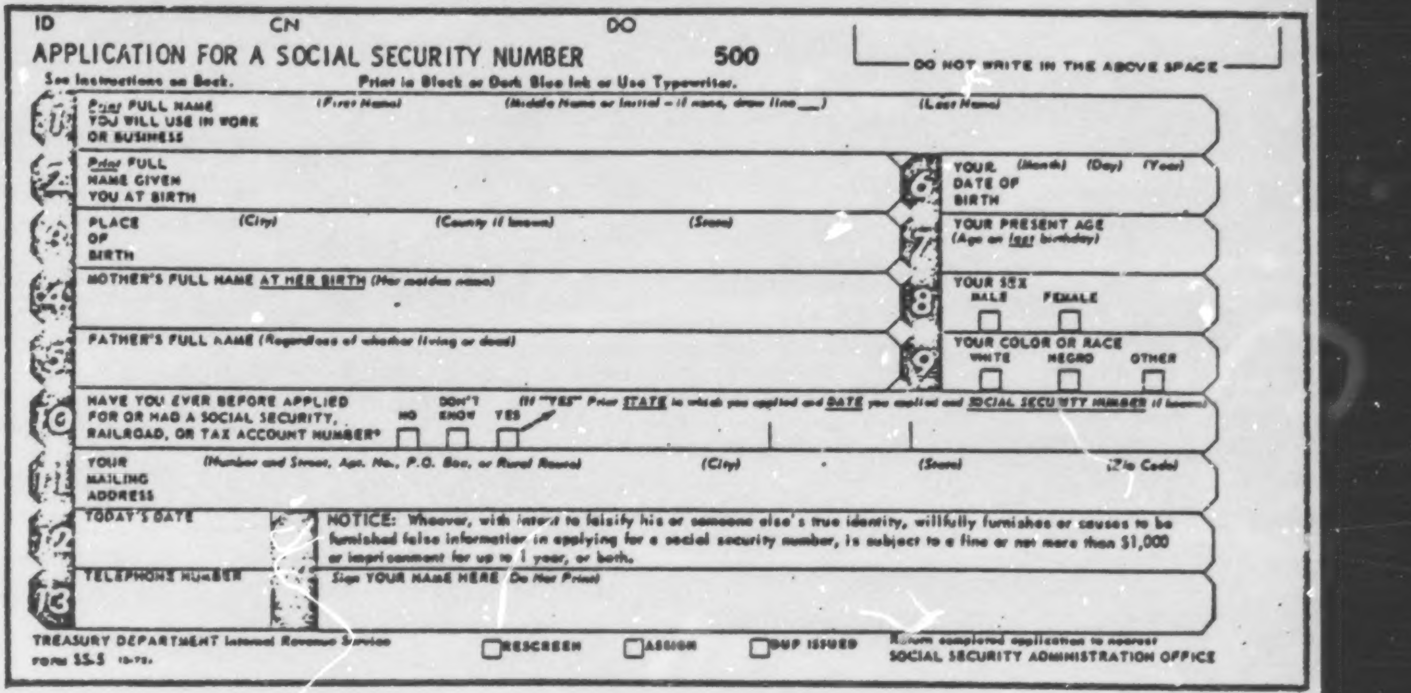
DIVERSIFIED OCCUPATIONS I

Application For Social Security Number

FRONT



ID CN DO

APPLICATION FOR A SOCIAL SECURITY NUMBER 500

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS *(First Name)* *(Middle Name or Initial – if none, draw line __)* *(Last Name)*

2 Print FULL NAME GIVEN YOU AT BIRTH

6 YOUR DATE OF BIRTH *(Month)* *(Day)* *(Year)*

3 PLACE OF BIRTH *(City)* *(County if known)* *(State)*

7 YOUR PRESENT AGE *(Age on last birthday)*

4 MOTHER'S FULL NAME AT HER BIRTH *(Her maiden name)*

8 YOUR SEX MALE ☐ FEMALE ☐

5 FATHER'S FULL NAME *(Regardless of whether living or dead)*

9 YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ *(If "YES" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)*

11 YOUR MAILING ADDRESS *(Number and Street, Apt. No., P.O. Box, or Rural Route)* *(City)* *(State)* *(Zip Code)*

12 TODAY'S DATE

NOTICE: Whoever, with intent to falsify his or someone else's true identity, willfully furnishes or causes to be furnished false information in applying for a social security number, is subject to a fine of not more than $1,000 or imprisonment for up to 1 year, or both.

13 TELEPHONE NUMBER

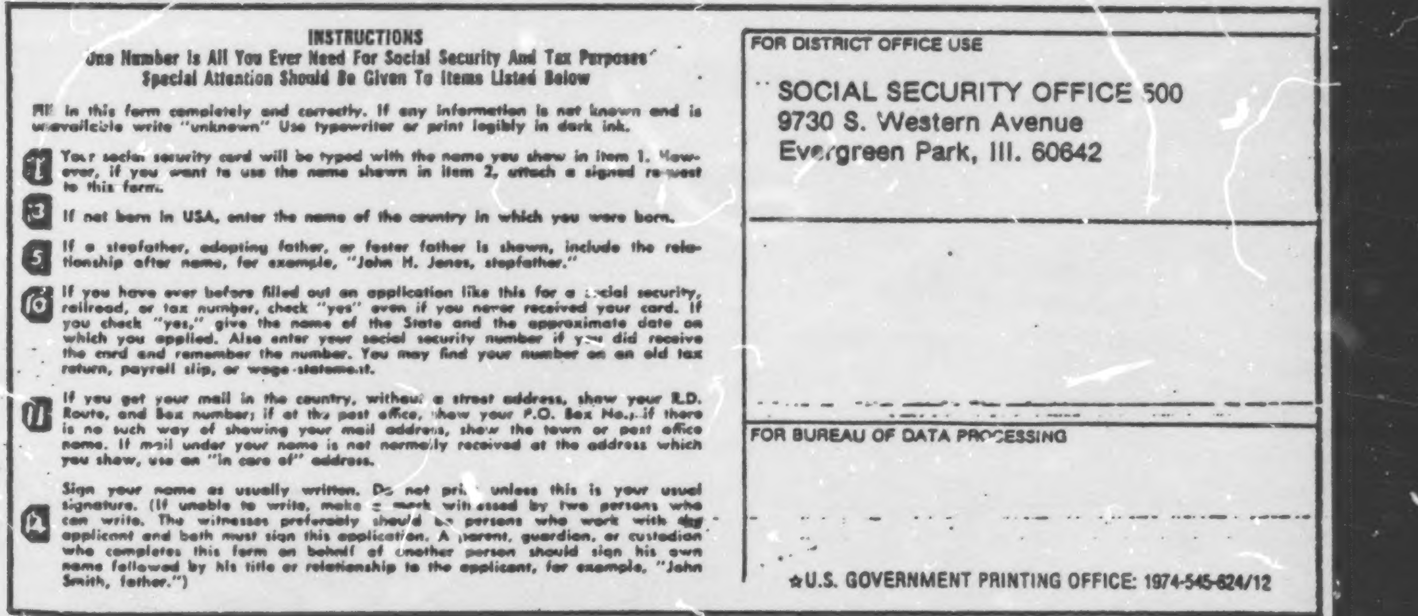
Sign YOUR NAME HERE *(Do Not Print)*

TREASURY DEPARTMENT Internal Revenue Service
FORM SS-5 10-72.

☐ RESCREEN ☐ ASSIGN ☐ DUP ISSUED

Return completed application to nearest
SOCIAL SECURITY ADMINISTRATION OFFICE

BACK



INSTRUCTIONS

One Number Is All You Ever Need For Social Security And Tax Purposes
Special Attention Should Be Given To Items Listed Below

Fill in this form completely and correctly. If any information is not known and is unavailable write "unknown" Use typewriter or print legibly in dark ink.

1 Your social security card will be typed with the name you show in item 1. However, if you want to use the name shown in item 2, attach a signed request to this form.

3 If not born in USA, enter the name of the country in which you were born.

5 If a stepfather, adopting father, or foster father is shown, include the relationship after name, for example, "John H. Jones, stepfather."

10 If you have ever before filled out an application like this for a social security, railroad, or tax number, check "yes" even if you never received your card. If you check "yes," give the name of the State and the approximate date on which you applied. Also enter your social security number if you did receive the card and remember the number. You may find your number on an old tax return, payroll slip, or wage statement.

11 If you get your mail in the country, without a street address, show your R.D. Route, and Box number; if at the post office, show your P.O. Box No.; if there is no such way of showing your mail address, show the town or post office name. If mail under your name is not normally received at the address which you show, use an "in care of" address.

12 Sign your name as usually written. Do not print unless this is your usual signature. (If unable to write, make a mark witnessed by two persons who can write. The witnesses preferably should be persons who work with the applicant and both must sign this application. A parent, guardian, or custodian who completes this form on behalf of another person should sign his own name followed by his title or relationship to the applicant, for example, "John Smith, father.")

FOR DISTRICT OFFICE USE

SOCIAL SECURITY OFFICE 500
9730 S. Western Avenue
Evergreen Park, Ill. 60642

FOR BUREAU OF DATA PROCESSING

☆U.S. GOVERNMENT PRINTING OFFICE: 1974-545-624/12

BIRTH CERTIFICATE

You may need your birth certificate when you apply for a job. You may also need it to get a Social Security card, work permit, or a driver's license. Have some copies of your birth certificate made for these uses. But keep the original in a safe place. That way, you can make more copies as you need them.

There will be many times in your life when you will need proof of your age. The one proof that is always accepted is a certified copy of your Birth Certificate.

To obtain a copy of your Birth Certificate, you must write to the Bureau of Vital Statistics in the capital of the state in which you were born. The address for births in the State of Washington is:

Washington State Bureau of Vital Statistics
PO Box 9709
Olympia WA 98504

If you were born outside the State of Washington, and need a certified copy of your Birth Certificate, write to the capital city of the state in which you were born, requesting an application form. Address your request to:

(name of state) State Bureau of Vital Statistics
Capital City, State, Zip Code

Information they will need includes: your full name, birthdate, birthplace--city and hospital, and your parents full names. All states have a charge for making and sending you a copy of your registration of birth. Currently the charge in Washington is $6 (1984) per copy. This cost is for either a photostatic copy or a plastic birth registration card.

WORK PERMIT

In most states, younger workers need permits to work. Employers need permits before they can hire them. Work permits are usually taken care of when you apply for a job. But different cities and states have different laws and rules. Your school probably has someone who takes care of work permits. Sometimes a work permit will not be given to you unless your school approves it.

DIVERSIFIED OCCUPATIONS I

Ask your teacher or guidance counselor about a work permit. Learn where to apply for one. Learn what information you must furnish and anything else you ought to know. Get an application form and fill it out. It may call for your photograph, your parents' permission, your birth certificate, a health certificate, and other things. Get all these things ready so you will have them when you need them. It should make things move faster when you apply for a job. It may help you get started at work --and on the payroll--sooner.

HEALTH CERTIFICATE

For many kinds of jobs, a worker must have a health certificate. Restaurant and other food industry workers must have health certificates. If they had certain illnesses, they could make large numbers of people sick. Workers in the health-care field also need health certificates. In some lines of work, people in poor health could be made worse by their working conditions. They must be protected against heat, cold, dust, smoke, and the like.

Your local health department can give you information about health certificates. The people there will tell you which jobs require health certificates. And they can tell you how to get a health certificate. Your school nurse or school doctor may also have this information. Get a health certificate before you apply for a job if the job requires it. You may cut the waiting time between your job application and your first paycheck.

DRIVER'S LICENSE

Driving a vehicle is part of many jobs. And only a person with a driver's license may drive a highway vehicle. You may even need a special license to drive a bus, a truck, or another vehicle. Even if your job does not require a driver's license, you may need one to drive a car to work. If you don't have a driver's license, get one. If you don't know how to drive yet, you will have to learn.

Your school's driver education teacher will tell you how to get a driver's license. If your school does not have driver education, go to your local department of motor vehicles office. (It may have another name in your state. Ask around.) Get an application form for a driver's license and fill it out. You may have to give a copy of your birth certificate with your application. You may have to supply a photograph of yourself, too. The motor vehicles office people will tell you what you need. Having your driver's license when you apply for a job may help you to get the job.

DIVERSIFIED OCCUPATIONS I

GETTING A HEALTH CARD

It is summer time. Joan wants to work. She is fourteen years old. Her friend Betty tells her about a job at a nursery for children near her home. Joan decides to apply for this job.

Mrs. Smith who runs the nursery tells her about the job, the hours, and the pay. Mrs. Smith also said, "Joan, you will need to get a Health Card before you can work for me."

"Yes, I heard Betty talking about getting a Health Card when she started to work for you," said Joan. "Why is a Health Card important? I'm never sick."

"There is a state law that says people who work around children or food must have a Health Card," said Mrs. Smith. "We must be sure you have no disease that could be passed on to the children."

"I see," said Joan. "I'll go to the clinic tomorrow morning. It's too late to go today."

"All right," said Mrs. Smith. "It may take a day or two, but I can wait that long."

"Thank you," said Joan.

Joan leaves and goes home. She tells her mother about the job she has applied for. She tells her mother that she will need a Health Card.

"It's time you had a general check-up," said Mother. "Then there will be the blood test and a chest X-ray."

"What does a blood test show?" asked Joan.

"A blood test shows whether or not you have any diseases in your blood. We can have diseases in our blood and not know it," said Mother.

"I know what a chest X-ray shows," said Joan. "It shows whether or not a person has tuberculosis."

"Yes," said Mother. "Sometimes these diseases can be passed on to other people."

"Do you mean tuberculosis and diseases of the blood can be passed on to other people just by being near them or handling their food?" asked Joan.

"That's right," said Mother. "We need to protect others as well as ourselves. In the past many people were like you. They didn't know about diseases they couldn't see. So a law had to be passed to protect people. The law tries to protect as many people as possible."

"Well, I hope I get my Health Card," said Joan. "I'd like to work at the nursery. This is one job where a high school diploma is not needed."

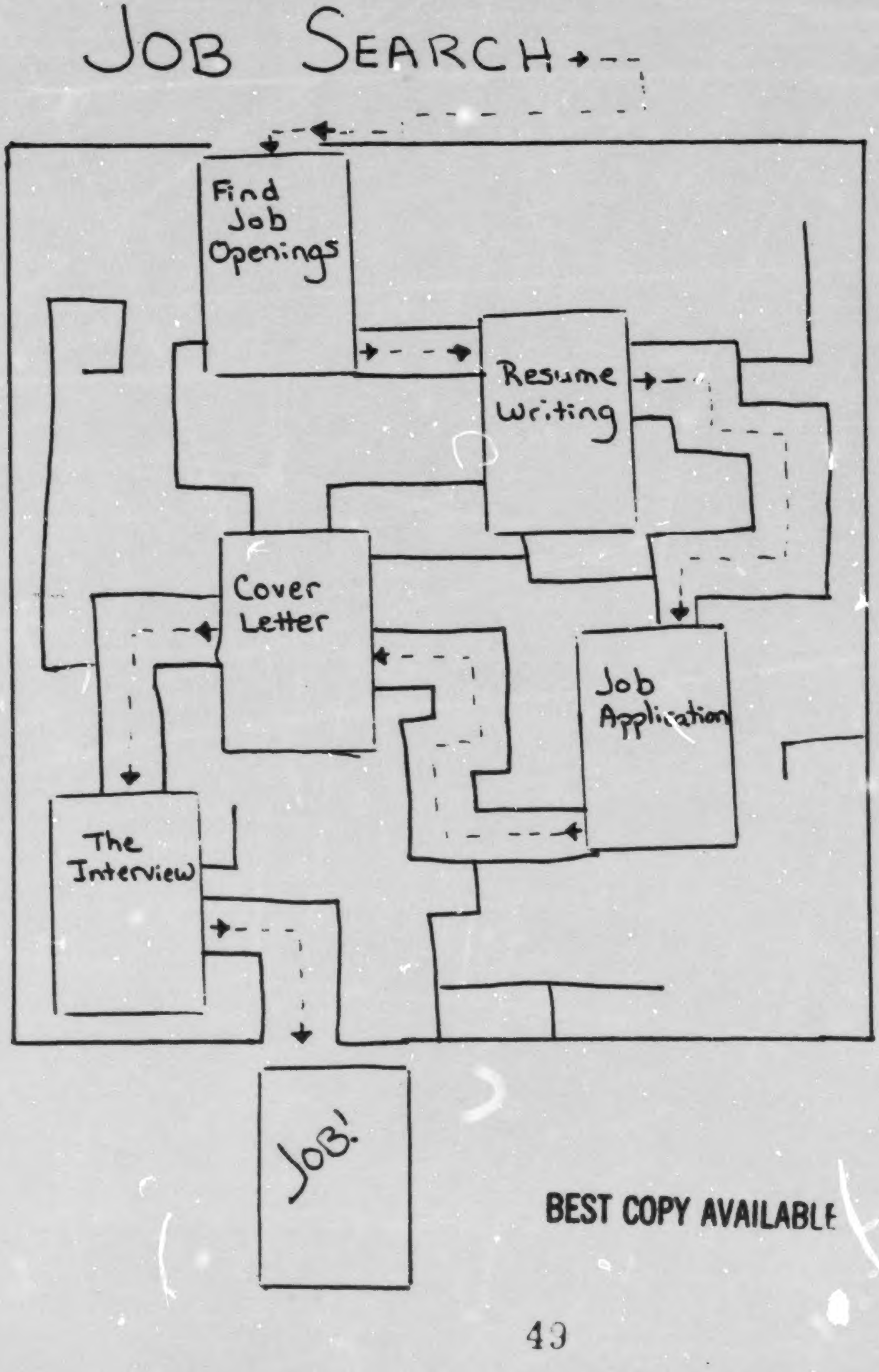
New words in this story:

- applied
- nursery
- Health Card
- state law
- tuberculosis
- disease
- clinic
- check-up
- X-ray
- protect

Other words in this story that were new to you or that you found hard:

Find the address and phone number to the place you could go to get your Health Card:

DIVERSIFIED OCCUPATIONS I


JOB SEARCH
Find Job Openings
Resume Writing
Cover Letter
Job Application
The Interview
JOB!

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RESOURCES FOR THE HIDDEN JOB MARKET INCLUDE:

PEOPLE YOU KNOW:

- Friends
- Relatives
- People you have worked with
- People your parents or relatives work with
- Your teachers
- Counselors
- Past employers
- Ministers or clergy
- Politicians

PLACES:

- Chamber of Commerce
- Unions
- The Post Office
- The Yellow Pages
- The Urban League
- Human Resources Commission

PEOPLE "IN THE KNOW":

- Apprenticeship information centers
- New construction sites
- Service clubs
- Trade journals
- Bulletin boards
- Any neighborhood or social clubs
- School and college placement centers
- Any community leaders

You can only get results from the hidden job market by talking to as many contacts as possible. The more contacts you talk to, the better are your chances of getting good job information!

WHERE SHOULD YOU LOOK?

Start in your own neighborhood. Then look in other parts of town.

Here are the kinds of places to look for.

Homes: Busy people and sick or elderly people often need someone to help them take care of children, do their shopping or laundry, make small repairs, or do other odd jobs around the apartment or house.

Stores, Shops, Service Stations, Car Washes: Check all these places. Look around and ask questions. See if they have any job openings that you could fill. Or see if there is some kind of service you could perform for them that they may not have thought of.

Restaurants and Fast Food Places: Places that serve food often have jobs for young people. They may need busboys and busgirls, waiters and waitresses, dish washers, fry-cooks, etc.

Factories, Canneries, Warehouses: Places that build or make things, can or pack things, or store and ship things often need extra help. They are good places to look for work.

Hospitals, Nursing Homes, Homes for the Elderly: Places that offer health care often need people to help take care of patients and to do odd jobs.

After School Centers, Recreation Centers, Park Departments: Many of these places need people to help them run programs for young children, teenagers, and older people.

Business Offices: Offices often need people to file, type, answer phones, greet people, or run errands.

A Few More Places to Check: The Help Wanted section of the newspaper, your state's employment service, the Civil Service Commission, Employment agencies, and the military services.

DIVERSIFIED OCCUPATIONS I

HELPING RESOURCES

When you begin looking for a job, there are many helping resources available to you. Fill in some names and phone numbers in each of the following categories!

1. Counselors ____________________ Phone # ____________________

____________________ ____________________

____________________ ____________________

2. Teachers ____________________ Phone # ____________________

____________________ ____________________

____________________ ____________________

3. Parents/
Relatives ____________________ Phone # ____________________

____________________ ____________________

____________________ ____________________

4. Neighbors ____________________ Phone # ____________________

____________________ ____________________

____________________ ____________________

5. Gov't Ag/
Emp. Sec. ____________________ Phone # ____________________

____________________ ____________________

____________________ ____________________

6. Previous
Bosses ____________________ Phone # ____________________

____________________ ____________________

____________________ ____________________

A SAMPLE LETTER

Try to write a letter to each person on your list. Yes, it may be a lot of work. But that is how you will find a good job. A letter is better than a phone call. If you write a letter, the person has something to remind them to answer you. A letter also shows that you are serious about finding a job. Writing a letter takes time and effort.

You may not get an answer to your letter. If you do not, that is the time to make a phone call.

In your letter you should explain that you are looking for a job. You should also tell what skills or abilities you have. In each letter you write ask the person if they know of any places you could apply. Here is a sample letter:

315 Marble Street
Kalamazoo, Michigan 49001
May 15, 1985

Dear Uncle Joel:

As you know, I will graduate from high school in June. That is why I want to get a good job. In school I took courses in welding. I would like to find work as a welder if possible.

Do you know of any places I could apply? If you do, please let me know. Thank you!

Sincerely,
Mark Adams
Mark Adams

Now choose one person from your list. Write that person a letter. Tell him or her what kind of job you want. Also explain what classes you took in high school.

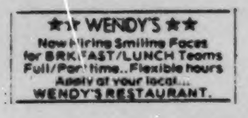
DIVERSIFIED OCCUPATIONS I

HELP WANTED

Most Help Wanted ads have most or all of this information:

- *The name of the job in capital letters
- *A job description
- *How to apply
- *Skills needed, if any
- *Experience needed, if any

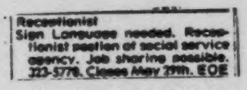
Here is a sample Help Wanted ad. Look at where the information is given.



★★ WENDY'S ★★
Now Hiring Smiling Faces
for BRKFAST/LUNCH Teams
Full/Part time...Flexible hours
Apply at your local...
WENDY'S RESTAURANT.

Now answer these questions about the ads below.

AD "A"

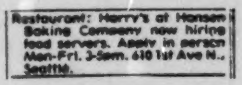


Receptionist
Sign Language needed. Receptionist position at social service agency. Job sharing possible. 323-5778. Closes May 29th. EOE

1) Is this an "Apply in Person" type?__________________

2) When can you apply?________________________________

AD "B.



Restaurant: Harry's at Hansen Baking Company now hiring food servers. Apply in person Mon-Fri. 3-5pm. 610 1st Ave N., Seattle.

1) What is the title of this job?______________________

2) How do you apply?__________________________________

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DIVERSIFIED OCCUPATIONS I

WANT AD ABBREVIATIONS AND VOCABULARY

> ASST SUPER - At least 2
> yrs exp. Exc oppt for
> person w/own trans. Exc
> conds w/heal ins. other
> benes. Refs.

Column A	Column B
_____ 1) asst	a. transportation
_____ 2) super	b. required
_____ 3) yrs	c. assistant
_____ 4) exp	d. with
_____ 5) exc	e. years
_____ 6) opp't	f. references
_____ 7) w/	g. benefits
_____ 8) trans	h. supervisor
_____ 9) conds	i. conditions
_____10) heal	j. excellent
_____11) ins	k. experience
_____12) benes	l. opportunity
_____13) refs	m. insurance
_____14) req	n. health

DIVERSIFIED OCCUPATIONS I

HOW TO APPLY

Fill in the blanks. Use the words from the box.

apply in person	time	appointment
letter of application	come	

Some ads tell you to call for an (1)________________________.

Some ads tell you to (2)_________________________________.

Some ask you to write a (3)______________________________.

Some ads tell you what days to (4)________________________.

Some even tell you what (5)__________________to call.

Each group of words tells how to apply for a certain job. Write each group of words below under the correct heading.

1. Call for info
2. Call Mon-Fri 8:30-5
3. Apply in person
4. Reply in your own handwriting
5. Send resume
6. Apply in person to Ms. Amis
7. Reply Box 1926
8. 555-1784. Ask for Ms. Jay
9. Call beg Wed
10. Call 010-555-9832 collect
11. Call aft 9 am for appt
12. Contact Ms. Jones for appt
13. Send letter of application to M. J. Green

GO THERE	PHONE	SEND A LETTER

DIVERSIFIED OCCUPATIONS I

WAYS TO APPLY

Now that you have read some ads, we can talk about how to apply for the jobs listed. There are three ways to apply. The most direct way is to APPLY IN PERSON. Sometimes an ad will tell you to apply in person. If you do, be sure you follow any instructions given in the ad. For example, if the ad says to apply between 1 an 4 pm, don't go at 10 am. Be sure to look your best when you go, and you should take a copy of the ad with you.

The second way to apply is to CALL FOR AN APPOINTMENT. If a name is given in an ad, ask to speak to that person. If there is no name given, say something like this, "Hello. My name is Mark Adams. I am calling about the welder's job I saw advertised in yesterday's Morning Press."

Have a pencil and paper nearby. Write down the company name and address. Also write down the name of the person you are to see and the date andtime of your appointment. Here is one thing to remember. If a phone number is not given in an ad, it probably means the company doesn't want you to call. Don't look the number up and call anyway. Always follow directions.

A third way to apply is to WRITE A LETTER. Your letter should be a business letter. A business letter is not like a letter you would write to a friend or relative. Keep your letter short and direct. Write about these things:

*What you are doing now

*Past experience or jobs that may help you in the new job

*Classes you have taken that will help

On the next page is a sample business letter. Read it carefully and look at all the parts.

SAMPLE BUSINESS LETTER

315 Leaf Street
Kalamazoo, Michigan 49001
May 15, 1985

Mr. Johnson
SOLID WELDING
1405 Gail Road
Kalamazoo, Michigan 49002

Dear Mr. Johnson:

I am writing about the welder's job I saw advertised in yesterday's newspaper. I will graduate from high school in June. I have taken several welding classes in high school. I have also helped my uncle in his welding shop for three summers.

I would like to apply for your welder's job. I will report for an interview at your convenience. Thank you.

Sincerely,

Mark Adams

Mark Adams

DIVERSIFIED OCCUPATIONS I

EARNING PROMOTIONS/CHANGING JOBS

WHAT EMPLOYERS ARE LOOKING FOR

1) Self-starters
2) Workers who ask only necessary questions
3) Workers who perform tasks in amnner instructed
4) People who get along with others
5) People who leave their troubles at home
6) People who are on time and at work during all shifts
7) People who are eager to do a better job than what is expected
8) People who don't mind doing the dirty work when necessary
9) People who like to help others
10) People who can be trusted even under stress
11) People who look for ways to do things better
12) People who look for ways to help the company

GOOD REASONS FOR CHANGING JOBS

1) Moving/Distance to far
2) Better job offer
3) Poor management/Benefits
4) Unethical treatment or illegal operations
5) Unreasonable demands on job time
6) Dead-end jobs with no future
7) Constant frustration on job without reward
8) Job too dangerous

BAD REASONS FOR CHANGING JOBS

1) To avoid conflict
2) Critical boss
3) I thought it would be different
4) First 3 months on job
5) Dislike of co-workers
6) Low man on totempole
7) I'm worth more
8) Because you get angry

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DIVERSIFIED OCCUPATIONS I

WHEN TO CHANGE JOBS

1) After at least 3 months (DONT'T TAKE A JOB UNLESS YOU ARE WILLING TO STAY A WHILE!!)
2) After a good evaluation
3) When you cannot advance/cannot get ahead in the job
4) When you are offered a better job (always give a one to two week notice)
5) When you know you can do the job well
6) When you need more training
7) When the season is over
8) When your conscience is clear

DIVERSIFIED OCCUPATIONS I

UNIT #2

TEST

1) List three resources for helping you find out about job openings.
   a.
   b.
   c.

2) An ad reads: "Reply in your own handwriting." You should:
   a. go there
   b. phone
   c. send a letter

3) Job leads are names of people who are looking for jobs.
   TRUE or FALSE

4) You can learn a lot about jobs that are open by reading "Help Wanted" ads.
   TRUE or FALSE

5) It is all right to take a friend to the interview with you.
   TRUE or FALSE

6) If you need a copy of your birth certificate, you would write to:
   a. any Bureau of Vital Statistics
   b. pick up a form at J.K. Gill
   c. the Bureau of Vital Statistics in the state you were born

7) All working men and women are required to apply for and receive a social security number from the Federal Government.
   TRUE or FALSE

8) What kind of proof is always accepted as a certified copy of your date of birth?
   a. a note from your mom
   b. your ASB card
   c. copy of your birth certificate

9) List two other important papers you may need to get to work:
   a.
   b.

DIVERSIFIED OCCUPATIONS I

UNIT 3

Telephone Techniques

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME Telephone Techniques

2. LESSON NAME How to use the Telephone and Telephone Book

3. LESSON TIME 5 days

4. TEACHER SET-UP copies: pretest, vocabulary, test, phone packet

5. MATERIALS NEEDED Phone books--as many as possible!

6. PERFORMANCE OBJECTIVES

A) TSWBAT demonstrate proper telephone techniques and etiquette.

B) TSWBAT demonstrate proper use of the telephone directory.

C)

7. EVALUATION

8. SPECIAL NOTES

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
1) Pretest	1) HANDOUT, complete and turn in
2) Vocabulary	2) HANDOUT, give definitions
3) Telephone Techniques	3) HANDOUT, read and discuss
4) Take a Message	4) HANDOUT, read and complete
5) How to answer the class phone	5) Answer, "Work Study, student speaking." Be sure to take a message--use a form and fill out completely. Deliver the message to the person it is for.
6) How To Use The Telephone Directory	6) HANDOUT, read and discuss
7) Telephone Directory Worksheet	7) HANDOUT, complete--have them share the phone books!
8) Area Codes Activity	8) HANDOUT, read and complete--go over the 25 missing when all have completed
9) Test	9) HANDOUT, complete and turn in

DIVERSIFIED OCCUPATIONS I

UNIT #5

PRETEST

1) Do you give your name when you answer the telephone?

2) Is your voice friendly and interesting when you are on the phone?

3) When you answer your phone, do you ask, "Who is calling?"

4) When you take a phone message, do you make sure it reaches the person it is for?

5) Are you tactful and courteous with an angry caller?

6) When asking for information, can you get all the facts without having to make extra calls?

7) Do you keep a caller waiting while you get the information he wants?

8) Do you use good speech habits over the telephone?

9) Do you use the telephone directory to find an unknown number instead of dialing the operator?

10) Do you end a conversation by saying, "Goodbye."?

11) Certain words and expressions used in telephone conversations have no place in themodern business office. Rewod courteous sentenances or questions for each.

    a. Who do you want to talk to?

    b. What do you want to talk to him about?

    c. I'll put Mr. White on the wire.

    d. He's tied up now. Can I have him call you back?

UNIT #5

VOCABULARY

1) MESSAGE

2) DIRECTORY

3) AREA CODE

4) DIAL DISTANCE DIRECT (DDD)

5) TIME ZONES

6) LONG DISTANCE

7) ASSISTANCE

8) YELLOW PAGES

9) URGENT

TELEPHONE TECHNIQUES

DO'S ON THE PHONE:

1) Courtesy is contagious

2) Be helpful

3) Be considerate

4) Speak clearly and slowly

5) Answer with a smile

6) Be business like and professional

7) First impressions are important

8) Be ready to take a message

DON'TS ON THE PHONE:

1) Uh-huh

2) Yeh or ya

3) You bet

4) Just a sec

5) Hang on

6) Nope

7) He/she is gone

8) uh...uh...um

9) Don't be "cute"

DIVERSIFIED OCCUPATIONS I

TAKING MESSAGES ACCURATELY:

1) Be ready to take a message
2) Fill out the blanks that apply to the message
3) Write down the person's name correctly! Ask them to spell it!
4) Say the person's name back to them
5) Remember to use "thank you" and "you are welcome"
6) Smile when you talk
7) Listen carefully and politely
8) Wait for the caller's good-bye
9) Repeat every blank at the end of the call
10) Be pleasant and friendly

LISTENING:

1) You will have more friends if you let the other person do most of the talking while you do most of the listening.

2) Make it a habit, because most of what you learn will be acquired this way.

3) Listening sharpens the mind andbroadens your tolerance and understanding of others.

4) Listening means thinking!

5) The fact that we have two ears but only one mouth would suggest that we should do twice as much listening as talking.

DIVERSIFIED OCCUPATIONS I

DIRECTORY ASSISTANCE:

To obtain the telephone number of a person who lives in another community, dial access code "1" where applicable, the Area Code for the community you want (if different from yours), then dial 555-1212. When the Operator answers, give the name of the city or town, then the name of the person or business you are calling. Make note of the number for future uses.

PLACING A CALL:

Before placing a business call, plan your conversation. Organize the message you want to communicate and have all necessary reference material close at hand in case questions arise during the conversation. Then take a few seconds to check the number and area code. This will save time and confusion and help avoid dialing wrong numbers. Once you have placed your call, make certain you give the other party time to answer. Ten rings, or about a minute, should be sufficient. When the person answers, state your name and whatever additional information he/she may need. When placing a call--either through the operator or by dialing directly--remember to use the Area Code when appropriate. Direct Distance Dialing now makes it possible for you to place many types of long distance calls without help from your operator. Your telephone directory introductory pages explain this service. When calling long distance, remember time differences. When people are arriving at work in Seattle, it's 10 am in Denver, 11 am in Chicago, and in New York it's noon. If you should reach a wrong number when calling long distance, ask the person who answers what city has been reached. Then hang up and dial the Operator, reporting that "I just reached a wrong number in whereever. Will you please see that I am not charged?" She/he will arrange it so that you are not charged for the call.

RECEIVING CALLS:

Answer promptly when your telephone rings. Identify yourself--a voice without a name is nothing. By identifying yourself you eliminate guessing games if the caller needs to call you back, and you confirm that the caller has reached the right person. Answer with the name of the department and your name if it is a department phone. For example, "Work study, Mark Phillips." When you must leave the line to obtain information, it's courteous to give the caller the option of waiting or being called back. You might say, "Will you hold or shall I call you back?" If the caller waits, use the hold

hold button if you have one. If your phone does not, lay the receiver down gently. When you return to the line thank the caller for waiting. Take accurate messages to avoid misunderstanding later. Include all information you have knowledge of; it may seem unimportant to you but it may be important to the person the call is for. Be sure to include date, time, your name, and the caller's name, telephone number, and message. Tell the caller the person they are calling for is expected, or whether he can be reached elsewhere. Offer whatever information you can.

PROPER WORDING:

If your boss has left without informing you of his wherabouts don't say, "He's somewhere but I don't know where." DO say, "I'm sorry, he's not available right now. May I take a message or have him call you?"

If you answer someone else's phone and the caller doesn't identify himself, don't say, "Who are you?" or "Who's calling?" It's more tactful to say something like, "May I tell him who's calling, please?"

When your boss is out to lunch and your receive a call at three in the afternoon, don't say, "He's still out to lunch." It is much better to tell the caller that he's not available right now but is expected to return shortly. Then offer to take a message or have your boss return his call.

The slang of the day may be appropriate at home and with friends but it is out of palce in the business world. Avoid using it and remain professional in your business contacts.

DID YOU KNOW?:

...that there is no sweeter music to a person that the sound of his/her own name? Personalize your calls and use the caller's name frequently.

...that every word you speak can be heard if you palce the phone to your chest to talk confidentially to someone in the room? Place the phone with the transmitter and receiver face down on a desk to screen background conversation.

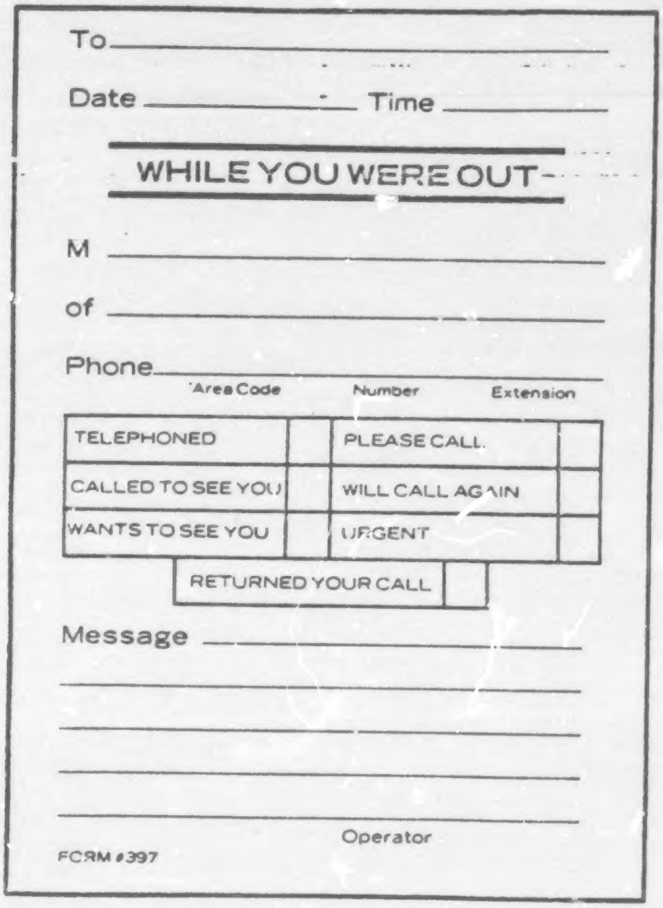
...that you can have a calming effect on an irate caller as long as you remain calm, cool, and collected? Courtesy is contagious.

DIVERSIFIED OCCUPATIONS I

TAKE A MESSAGE

Fill in the message form for the following phone conversation. Remember to use today's date and time and your name as operator.

"Work study, this is Joe Student. May I help you?"
"Is Mr. Smith there, please?"
"Mr. Smith is in class right now. May I take a message?"
"Yes! Please have him call me as soon as possible. This is Fred Mirtz at 123-4567. I'll be in my office unitl noon."
"I'll give him the message Mr. Mirtz. That's to call you at 123-4567 as soon as possible."
"Thank you. Goodbye."



To ____________________

Date ____________ Time ____________

WHILE YOU WERE OUT

M ____________________

of ____________________

Phone ____________________
Area Code Number Extension

TELEPHONED	☐	PLEASE CALL	☐
CALLED TO SEE YOU	☐	WILL CALL AGAIN	☐
WANTS TO SEE YOU	☐	URGENT	☐
	RETURNED YOUR CALL	☐	

Message ____________________

Operator

FORM #397

DIVERSIFIED OCCUPATIONS I

HOW TO USE THE TELEPHONE DIRECTORY

The telephone directory is one of your most valuable reference books, especially if you live in a large city. It is arranged in two major sections: the alphabetic pages and the Yellow Pages (the classified directory). Directories are revised annually--be sure you have the latest edition on hand. Keep them in a spot close by the phone so they are easy to reach.

THE FRONT PAGES

The Front Pages of your telephone directory is a valuable resource in quickly finding emergency numbers and information to assist you in planning and placing your calls. You can find the area codes of other cities, the different types of calls that can be made and how much long distance calls are.

THE ALPHABETIC DIRECTORY (WHITE PAGES)

The alphabetic pages contain a listing of all telephones in the local calling area. Individual and businesses are listed alphabetically. For example: Robert E. Davenport would be listed in the D section as Davenport Robert E. The John Greenfield Insurance Agency would be listed as Greefield John Insurance Agency. Using the alphabetic directory should be no problem for you if you know how to file alphabetically.

THE YELLOW PAGES

The Yellow Pages, or the classified idrectory, is like an encyclopedia of "who does what." It lists the businesses in your community according to the type of goods or services they offer. It contains not only the listings for business concerns but many advertisements as well. These ads give more detail about what a particular business has to offer than do the listings themselves. In large cities the Yellow Pages may be in a separate binding, while in smaller communities they will form the last part of the regular directory.

DIVERSIFIED OCCUPATIONS I

TELEPHONE DIRECTORY WORKSHEET

Directions: Carefully read and study the handout, "How to use the telephone directory." For the following problems, use the Everett and Vicinity GTE Phone Book. After you have completed these simple exercises, you will be able to use the telephone directory properly and with ease!!

1) Find the following numbers and write them in the blanks provided.
   a. Darrington Fire Department ______________
   b. Marysvilee Police ______________
   c. Your Doctor ______________
   d. Time ______________
   e. Repair Service ______________
   f. Local Directory Assistance ______________
   g. FBI ______________

2) Write or type the area codes for the following cities:
   a. New York City ______________
   b. Sacramento ______________
   c. Seattle ______________
   d. Miami ______________
   e. Houston ______________
   f. Philadelphia ______________
   g. Los Angeles ______________

3) Rates — Answer the following questions in the spaces provided:
   a. How much would it cost to call anywher in Washington after 10 pm for 10 minutes (station-to-station)?______________
   b. Is there a charge for long-distance directory assistance?________
   c. What is the directory assistance number?__________

4) What is station-to-station?
   What is person-to-person?
   What is the difference between the two types of calls?

5) What is the first three-minute charge for the following calls?

Type of Call	Day	Time	City	Charge
Station-to-station	Monday	9 am	New York NY	____________
Person-to-person	Saturday	8 am	Miami FL	____________
Station-to-station	Wednesday	5:30 pm	Los Angeles CA	____________

DIVERSIFIED OCCUPATIONS I

6) If you wanted to Dial Direct to Bremerton WA 434-8947, what would you dial?______________________________

7) If you wanted to Dial Direct to Spokane WA 345-9879, what would you dial?______________________________

8) If you wanted to Dial Direct to Denver CO 983-3333, what would you dial?______________________________

9) Using the alphabetic pages, find the following phone numbers:

Karen Elder ____________________

Ruel Gullikson ____________________

Eugene Carson ____________________

T G Miller ____________________

10) Using the Yellow Pages, find the following phone numbers:

Bolens Lawn Mowers ____________________

Lynnwood Arms Retirement Center ____________________

Dave's Appliance & TV ____________________

Alcoholics Anonymous ____________________

11) Answer the following questions in the space provided:

a. If you were asked to get the number for the Texaco Gas Station in Stanwood, would you look under Gas or Service Station?

____

b. If you wnated to reach a chiropractor, would you look under that specific heading or under physicians?____________

____

c. If your employer wanted to speak to a lawyer, would you look under Lawyers or Attorneys?____________________

DIVERSIFIED OCCUPATIONS I

12) Alphabetize the following list as to how they would be found in the telephone directory.

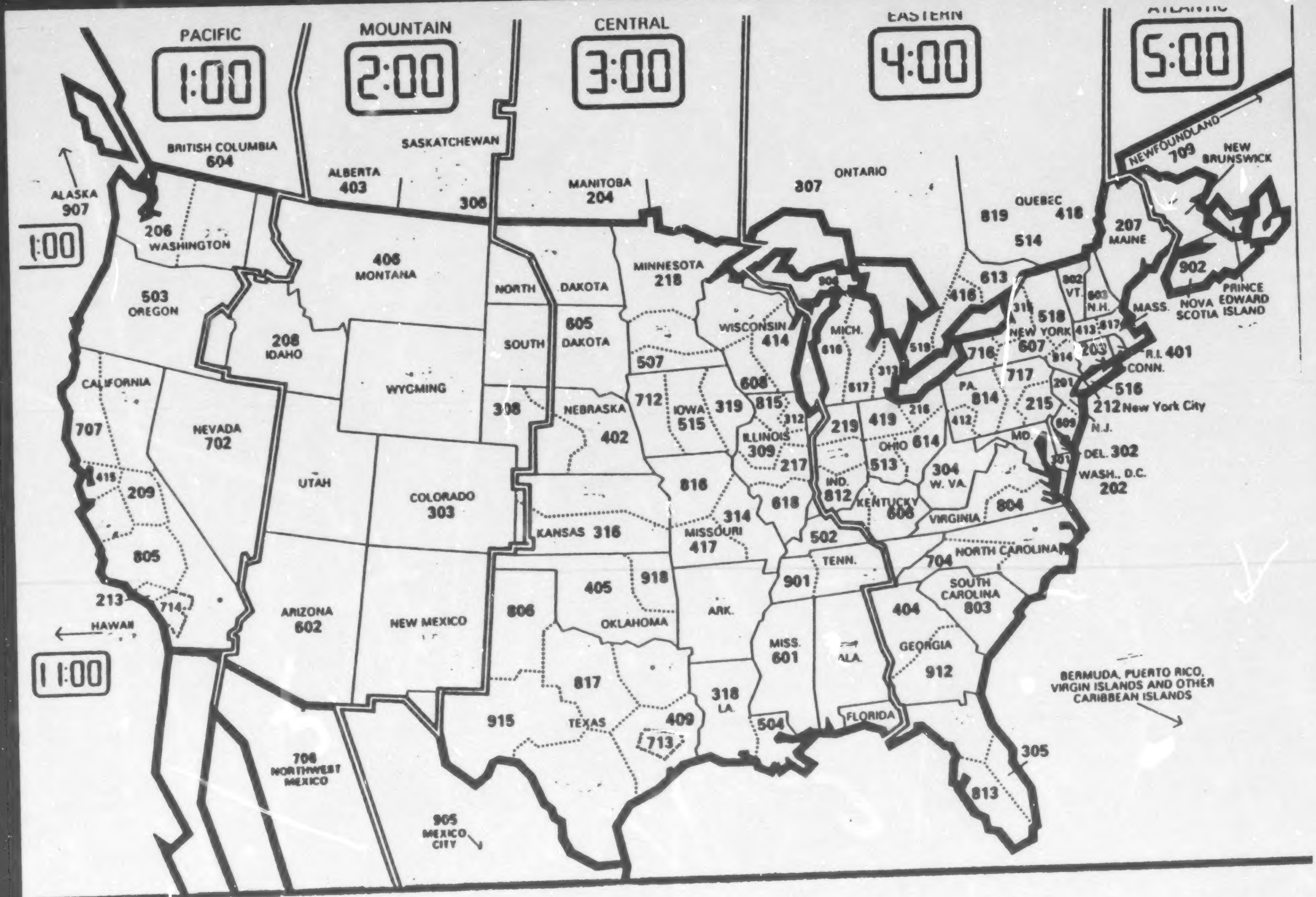
Nordstom
Trevor Knight
K Mart
Chester Jzyk
J. N. Jorgensen
Henry H. Furman
E. M. Hanson
Einar Hansen
Jan Jorgensen
Larry Johnson

a. ______________________________
b. ______________________________
c. ______________________________
d. ______________________________
e. ______________________________
f. ______________________________
g. ______________________________
h. ______________________________
i. ______________________________
j. ______________________________

AREA CODES ACTIVITY

The United States and Canada are divided into more than 120 telephone areas. Each area has a three-figure area code. Your area code is ____. The area codes of the telephone you are calling should be dialed, or given to the operator if it is different from the area code of the telephone you are using. It should not be used if it is the same. When placing a call with the operator, say for example, "I want Area Code 314-756-6637." When you give someone your telephone number, include your area code if needed to return your call.

On the following page you will find a map of the United States. On this map are all of the area codes. Please notice that some states may have as many as four different area codes for one state. Your activity is to fill in the missing area codes. There are 25 area codes to fill in on the map. Have fun!


PACIFIC
1:00
MOUNTAIN
2:00
CENTRAL
3:00
EASTERN
4:00
ATLANTIC
5:00
ALASKA
907
1:00
HAWAII
11:00
BRITISH COLUMBIA
604
ALBERTA
403
SASKATCHEWAN
306
MANITOBA
204
ONTARIO
807
QUEBEC
819
418
514
613
416
519
705
NEWFOUNDLAND
709
NEW BRUNSWICK
902
NOVA SCOTIA
PRINCE EDWARD ISLAND
206
WASHINGTON
509
503
OREGON
208
IDAHO
406
MONTANA
NORTH
DAKOTA
701
SOUTH
DAKOTA
605
MINNESOTA
218
612
507
WISCONSIN
414
715
608
MICH.
906
616
517
313
CALIFORNIA
916
707
415
408
209
805
213
714
619
NEVADA
702
UTAH
801
WYOMING
307
COLORADO
303
NEBRASKA
308
402
IOWA
712
515
319
ILLINOIS
815
312
309
217
618
KANSAS
913
316
MISSOURI
816
314
417
ARIZONA
602
NEW MEXICO
505
806
OKLAHOMA
405
918
ARK.
501
TEXAS
817
214
915
512
409
713
318
LA.
504
MISS.
601
ALA.
205
TENN.
901
615
502
KENTUCKY
606
IND.
219
317
812
OHIO
419
216
614
513
412
W. VA.
304
VIRGINIA
703
804
NORTH CAROLINA
919
704
SOUTH CAROLINA
803
GEORGIA
404
912
FLORIDA
904
305
813
PA.
814
717
215
NEW YORK
716
315
518
607
914
516
212 New York City
N.J.
201
609
DEL. 302
MD.
301
WASH., D.C.
202
CONN.
203
R.I. 401
MASS.
413
617
VT.
802
N.H.
603
MAINE
207
706
NORTHWEST MEXICO
905
MEXICO CITY
BERMUDA, PUERTO RICO, VIRGIN ISLANDS AND OTHER CARIBBEAN ISLANDS
809

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DIVERSIFIED OCCUPATIONS I

UNIT #5

TEST

You will need a current telephone book, preferably from one of the local areas. Complete the following:

1) What is the area code of Oklahoma City, Oklahoma?______________

2) If it is 1:00 pm in Seattle what time is it in Detroit, Michigan?

____

3) You want to call Gerald Applegate, who lives at 5674 NW Pack Street, Chicago, Illinois. You do not know his phone number. What number would you call to get the Chicago, Illinois Directory Assistance Operator?

____

4) What is the number to call for the Directory Assistance Operator within your own area code?__________________________

5) Your clock stopped and you want to find out what time it is. What is the phone number that you call?________________________

6) You need an ambulance NOW!

   a. Where would you first look to find the number?

   ____

   b. On what page should you write the above number for faster location by you?_________________________________

7) What is the address of the first John Smith in your telephone book?

____

8) What is the phone number of your school?_______________________

9) In the Yellow Pages, find the name and phone number of an individual or company for each of the following.

   a. Plumber____

   b. Moving and storage company______________________________

   c. Italian restaurant_____________________________________

   d. Sewing machine repairs_________________________________

   e. Appliance store_______________________________________

   f. Bus company____

10) Your house is on fire. What number should you call?__________

11) You are calling Gerald Applegate in Chicago. By mistake, you dial the wrong number. What should you do so you are not charged for the call?

____

12) You just locked your keys in your car. It is 10 pm. You don't want to break a window to get your keys. Who will you call?

Name of business____

Telephone number____

13) How many area codes are there in the state of Washington?_______

List the area code(s)._______________________________________

In each of the following sentences, select the item that best completes the statement and circle it.

1) The Yellow Pages of a telephone directory classify businesses alphabetically: A) by location, B) by name, C) by product or service.

2) The quickest and least expensive type of toll call is the: A) station-to-station call, B) person-to-person call, C) conference call.

3) The secretary for Arlene K. Michaels, of the Omni Business Display Company, should answer a direct outside call with: A) "Omni Business Display Company"; B) "Omni Business Display Company, Mrs. Michaels' Office", C) "Good morning, Omni Business Display Company."

4) A term adopted to designate telephone calls dialed by telephone users without operator assistance to points outside their local service area is: A) TWX, B) DDD, C) TAS.

5) When you speak into the phone mouthpiece you should: A) hold the mouthpiece about an inch from your lips, B) tuck the mouthpiece under your chin so you can take the message, C) hold the mouthpiece about two inches below your lips.

6) If you wanted to place a station-to-station DDD call to Beson Marks, area code 901, telephone number 631-4257, you would dial: A) 901-631-4257, B) 1-631-4257-901, C) 1-901-631-4257

DIVERSIFIED OCCUPATIONS I

UNIT 4

Resume Writing

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME Resume Writing
2. LESSON NAME Writing your resume
3. LESSON TIME 4 days
4. TEACHER SET-UP Copies: Rules of the Resume, 3 Sample Resumes, 2 Practice Resumes, Test
5. MATERIALS NEEDED Typewriter(s)
6. PERFORMANCE OBJECTIVES

A) TSWBAT explain the importance of a resume and its uses.

B) TSWBAT prepare a neat and complete resume for themselves.

C)

7. EVALUATION
8. SPECIAL NOTES

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
1) Rules of the Resume	1) HANDOUT, read and discuss
2) Samples resumes	2) HANDOUT, go over each and discuss different styles and how they can be adapted to different needs and jobs
3) Practice Resumes	3) HANDOUT, explain and have them complete
4) Test	4) HANDOUT, have them each type one of their practice resumes or other form that better fits their needs. Turn in to be graded--keep one copy in their student file and give them 5 copies to use in their job hunting

DIVERSIFIED OCCUPATIONS I

RULES OF THE RESUME

A resume is a factual presentation of you, your personal history, education, extra-curricular activities, work experience, honors, and awards, and references.

How should you begin? The usual way is to list first your vital statistics. This consists of your name, address, phone, either your age or the date of your birth, and the state of your health. Now you are ready to list the relevant parts of your background.

It is always best to enter data relating to each area in inverse chronological order, giving the most recent first. After you have worked a number of years, you will list your work experience before education. Make your entries complete by including the names of educational institutions, their locations and the dates of your graduation or attendance. Omit data concerning your elementary school. In describing your educational background, you should list courses that are relevant to the position for which you are applying. Be sure to list activities during your school years that would indicate your intellectual abilities, your leadership qualities, your cooperativeness, and your ability to get along with others.

Although your job experience may be quite limited, do not hesitate to take advantage of any entry you can make. If you have held part-time or summer jobs, you should include them. Even though these jobs may not relate to the position for which you are now applying, they tell something about you—that you have initiative and ambition, that you accept responsibility, that you have had some experience working. That summer job will show that you were dependable, for no employer would keep you for an entire summer if you were not.

The next section should include your honors, special skills, interests, and anything else you might want brought out to an interviewers attention.

DIVERSIFIED OCCUPATIONS I

Every good resume contains three references or a note that references will be funished upon request. Vary yours! Selecting a teacher who has known you well, a former employer if possible, and at least one character reference (someone who knows you and your personality). Of course, you will never list a name as a reference unless you have received permission in advance from the person to use his or her name. If you should learn that one of your references has written a letter recommending you, write that person a short note of thanks!

You want your resume to make an excellent appearance. Therefore, you must arrange it for attractiveness and for easy reading. Always type on white paper with a minimum of one inch margin on all four sides. Type your main headings in capital letter. Minor headings can then be underlined. You can experiment with different methods of display to see which is most effective for your resume.

Here are some power verbs and adverbs which are active and/or descriptive for resumes. Use some of these to spice up your resume!!

achieved
acquired
advised
assembled
assisted
built
conducted
constructed
created
demonstrated
designed
developed
displayed
earned
experienced
handled
improved
increased
inspired
invented
located
maintained
managed
mastered
motivated
obtained
operated
organized
participated
performed
placed
planned
prepared
promoted
reorganized
responsibly
served
succeeded
trained
won
write

DIVERSIFIED OCCUPATIONS I

GARY BARKER

19700 56th Avenue West
Lynnwood WA 98037
(206) 771-8005

OCCUPATIONAL GOAL: Immediate - To seek part-time after school work that will assist with financial aid for educational purposes, full-time work during summer months.

EDUCATIONAL GOAL: Will graduate in 1985 from high school, plan to attend local community college - Field of Transportation.

QUALIFICATION:

- Leadership
- Cash Register
- Able to Work Independently
- Reliable
- Enjoy Working with People

WORK EXPERIENCE

Counterwork. Worked fast foods in the local area, food preparation, assisted customers, took orders, did clean-up as assigned.

Park Leader. Was responsible for watching children between the ages of 4 and 12 years old. Planned daily activities, such as art, group play, games and field trips.

Clean-up Person. Was responsible for cleaning an office on a nightly basis. Took out trash, vacuumed, dusted, cleaned coffee room.

EDUCATION: MARINER HIGH SCHOOL, Everett WA
Eleventh Grade

SNO-ISLE SKILL CENTER, Everett WA
Food Service

INTERESTS: Weight Lifting
Soccer, Wrestling, Track

REFERENCES FURNISHED UPON REQUEST

DIVERSIFIED OCCUPATIONS I

Fred M. Mitz
123 4th Avenue
Bothell WA 98012
(206) 743-0000

Personal Information

Social Security: 123-45-6789
Place of Birth : Thief River Falls MN
Date of Birth : October 2, 1968
Health : Excellent

Education

Will graduate from Mariner High, Everett WA, June 1986.
Completed junior year with 3.55 grade point average.
Have completed these business classes:

- Typing 1-2 (60 wpm)
- Shorthand 102 (80 wpm)
- Diversified Occupations

Extra-Curricular Activities

Member of Pep Club for three years.
Pep Club treasurer during sophomore and junior year. Kept club ledger.
Pep Club president during junior and senior year. Ran meetings and activities.
National Honor Society secretary during junior year. Kept notes and acted as club correspondent.
Active in church youth group at Gloria Dei Lutheran.

Work Experience

Inventory at the Bon in Everett WA. One night only, in the China department.
Currently employed as a Salesclerk at the Bon in Seattle WA. Work as a rover in all departments.

References

Mr. Joe Best, Restaurant Manager, Former Teacher, Mt. Vernon WA
123 North 11th, Mt. Vernon WA 98273, (206) 336-0000
Mrs. Lyle Hallman, Teacher
1234 31st Avenue NE, Seattle WA 98115, (206) 523-0000
Pastor Bretheim, Pastor, Gloria Dei Lutheran Church
4567 Larch Way, Lynnwood WA 98036, (206) 776-0000

DIVERSIFIED OCCUPATIONS I

Jon Jay Stevenson
15019 Radical Way
Lynnwood WA 98037
(206) 743 - 0000

Occupational Goal

My occupational goal is to one day be a dental technician. I would like to get training by working as an assistant in a dentist office.

Education

I will graduate from Mariner Senior High in June 1986.
My grade point average is 2.5.
I have taken the Diversified Occupations course which has trained me in job skills.

Skills

*Run and operate a Sweda Cash Register.
*Use both the Franklin Ace and TRS-80 computers.
*Type 40 words per minute.
*File and organize.
*Work well with people.
*Good at working with my hands.

References

Miss Noto, Diversified Occupations Teacher, Mariner High School
  200 - 120th SW, Everett WA 98204, (206) 355-6222
Mr. David Olmer, Teacher, Lynnwood Senior High School
  123 56th Avenue, Lynnwood WA 98900, (206) 765-0989
Mr. Fred Johnson, Neighbor
  18098 Radical Way, Lynnwood WA 98037, (206) 743-9999

DIVERSIFIED OCCUPATIONS I

PRACTICE RESUME

____

____

____

Personal Information

Social Security:__________________________
Place of Birth :__________________________
Date of Birth :__________________________
Health :__________________________

Education

____

____

____

Extra-Curricular Activities

____

____

Work Experience

____

____

References

____

____

____

DIVERSIFIED OCCUPATIONS I

PRACTICE RESUME

(name) ______________________

(address) ______________________

(city,state, zip) ______________________

(phone) ______________________

Occupational Goal

____

____

Education

____

____

____

Skills

* ____

* ____

* ____

References

____

____

____

DIVERSIFIED OCCUPATIONS I

UNIT #4

TEST

Choose a resume form that best fits your needs.
Using a sheet of notebook paper, or typing paper, write or type your resume so that it is neat enough to be used for an interview.
Watch spelling and form. Use a black pen or black ribbon in the typewriter. If you do not type your resume, please print!

DIVERSIFIED OCCUPATIONS I

UNIT 5

Job Applications

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME Job Applications

2. LESSON NAME Applications

3. LESSON TIME 5 days

4. TEACHER SET-UP Copies: Application Blank, Applications,
Key Words & Abbrev., Rules to Remember,
Personal Inventory, Pretest, App. & the Law, Papers You Will Need

5. MATERIALS NEEDED

6. PERFORMANCE OBJECTIVES

A) TSWBAT complete a job application form clearly, concisely, and neatly

B)

C)

7. EVALUATION

8. SPECIAL NOTES

DIVERSIFIED OCCUPATIONS I

UNIT #5

PRETEST

Read each statement. If true, circle T. If false, circle F.

T F 1. Going in person is always the best way to contact employers.

T F 2. When you call employers, the first thing to do is give your name.

T F 3. When you call employers, you should talk very fast so you will not waste their time.

T F 4. Applications forms must always be filled out at the place of work.

T F 5. It is all right to ask employers to help you fill out their application forms.

T F 6. Application forms may ask for parents' work phone numbers.

T F 7. Application forms may ask about handicaps.

T F 8. Application forms often ask for a lsit of all schools attended.

T F 9. Application forms should be filled out in pencil.

T F 10. It is best to write "anything" for the kind of job you want.

T F 11. Sometimes you must write a letter of application to get an interview.

T F 12. A letter of application takes the place of an application form.

T F 13. All letters of application must be typed.

T F 14. At the beginning of a letter of application, you should ask for an interview.

T F 15. Your signature should be printed.

T F 16. It is best to apply for lots of jobs.

T F 17. Your zip code is part of your address.

T F 18. It is okay to leave blanks on the application if you don't have an answer.

Match the words with their meanings. Write the number of the word in the blank by its meaning.

_____handwriting with letters joined

_____the street address, city, state and zip code

_____the kind of work you would like

_____schooling or learning

1 complete address

2 cursive writing

3 education

4 job preference

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DIVERSIFIED OCCUPATIONS I

APPLICATIONS AND THE LAW

There are many laws about what can be asked on an application. These laws are not the same for every state. Below are examples of questions which may be unlawful to ask on an application. It may be unlawful for an application to ask questions about:

*your original name if it has been changed by court order or otherwise
*your maiden name
*your birthplace or the birthplace of your parents, spouse or relatives
*your church or religious beliefs and practices
*your complexion or skin color
*a photograph of you
*your height
*your age
*your sex (Mr., Miss, Mrs.)
*your marital status or number of children
*your national origin or that of your parents or your spouse
*your arrests
*your military experience
*the clubs, societies or lodges to which you belong
*your handicaps
*the country of your citizenship if not the United States
*the name and address of your nearest relative to be notified in case of accident or emergency

You have the right to draw a line through such questions and not answer them. You should know your rights. Laws are passed for your protection. To find out what can be asked on an application in your state, contact your state employment office.

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PAPERS YOU WILL NEED

If you visit a business or company to fill out an application, you will need to take some materials with you. Take your Social Security card and number. You may also need a driver's license and, of course, a Black Ink Pen. Some jobs may require you to have other forms or documents, but you will be told what to get when you apply for a job.

If you do not have a Social Security Card and number, find the number of the Social Security Administration in your phone book. The people there will help you apply for a card.

DIVERSIFIED OCCUPATIONS I

KEY WORDS AND ABBREVIATIONS

Listed below are some words commonly found on job application forms. You will find some of these words on every job application form. Be sure that you can recognize them and understand what they mean.

accurate
address
affirm
applicant
apply
apprentice
aptitude
arrest
attendant
birth certificate
birth date
blank
bonded
business
carefully
category
character
chronic
citizen
company
compensation
complete
confidential
contact
convicted
courses
defect
dependents
discharged
dismissed
documents
education
eligible
emergency
employed
employer
employment
excluding
experience
federal
fee
felony
fill
firm
foregoing
graduate
health
height
illness
information
injury
institution
interview
interviewer
legibly
location
maiden name
marital status
medical
misdemeanor
misrepresentation
naturalized
naturalized
occupation
omission
operator
organization
permanent
permit
personal
personnel
physical
position
previous
private
qualifications
questions
record
reference
relationship
relatives
residence
reverse side
salary
self-employed
serious
sex
signature
Social Security
specify
spouse
status
supervisor
telephone
type
zip code

Many times, there is very little space for all the information needed on an application form. That is why abbreviations are often used. The list below gives you the most common abbreviations found on application forms. Study them. Be sure that you can recognize them and know what they mean.

B.D. = birth date
D.O.B. = date of birth
H or ht. = height
W or wt. = weight
tel. = telephone
no. = number
co. = company
mo. = month
yr. = year
ZIP = zip code
ans. = answer
soc.sec. = social security
S.S.No. = Social Security Number
avg. = average
dept. = department
exp.or exper. = experience
m = married
s = single
d = divorced
sep. = separated
f = female
m = male

DIVERSIFIED OCCUPATIONS I

RULES TO REMEMBER

1) Fill out the form in BLACK INK!!! However, if you have access to a typewriter, USE IT!!

2) Answer every question that applies to you. If a question does not apply, you may write N/A which means "not applicable", or draw a line through the space to show that you did not overlook a question.

3) Give your COMPLETE address using your zip code.

4) Try your best to SPELL CORRECTLY. If you have access to a dictionary, LOOK IT UP!

5) If the question asks for palce of birth, you are to put thecity and state in which you were born.

6) If there is a question entitled "job preference" or "job for which you are applying" you should answer this with a specific job title or type of work. You should not put "anything" because employers want you to state clearly what kind of work you can do.

7) Before you go into an office and ask for an application, make a list of all the schools you have attended and the dates of your attendance.

8) Be ready to list at least 3 good references. You should obtain their permission first. Some examples of good references are: a former employer, friends of your family who have known you for several years, teachers.

   It is not a good idea to use relatives as a reference. The reference should contain: the person's name, title, where he/she works, address, phone, and years acquainted.

9) When you sign the application, use your full name, not a nickname. Include your middle initial!

10) Finally and MOST IMPORTANTLY, BE AS NEAT AS POSSIBLE!!! Your employer assumes that this is an example of your best work! If you hurriedly fill out the application, scratching things out and are extremely sloppy, he/she will assume this is the way you will handle all your work.

DIVERSIFIED OCCUPATIONS I

PERSONAL INVENTORY

The following is designed to help you complete your applications (along with the data from your resume). Collect and write out all the information requested!

NAME ______________________ PHONE ____________

ADDRESS ______________________________________

SOCIAL SECURITY NUMBER ________________________

DATE OF BIRTH __________ PLACE OF BIRTH __________

DAYS ILL DURING LAST YEAR ____ NATURE OF ILLNESS __________

NUMBER OF BROTHERS __________ NUMBER OF SISTERS __________

FATHER'S OCCUPATION ___________________________

MOTHER'S OCCUPATION ___________________________

MARITAL STATUS ________________________________

HOBBIES _______________________________________

NAME OF HIGH SCHOOL ___________________________

ADDRESS _______________________________________

YEARS ATTENDED ________________________________

STUDENT ACTIVITIES IN HIGH SCHOOL _______________

JUNIOR HIGH ATTENDED __________________________

ADDRESS _______________________________________

ELEMENTARY SCHOOL ATTENDED ____________________

ADDRESS _______________________________________

DIVERSIFIED OCCUPATIONS I

WORK EXPERIENCE (For all the jobs you have held, include the following. Use another sheet of paper if necessary!)

PLACE OF BUSINESS ______________________________

ADDRESS ______________________________

PHONE ____________ NAME OF SUPERVISOR ____________

JOB TITLE ____________ DATES OF EMPLOYMENT ____________

DUTIES ______________________________

REASON FOR LEAVING ______________________________

REFERENCES (You must have three!!! And, before you actually use them call and get their permission!)

NAME ____________ PHONE ____________

ADDRESS ______________________________

OCCUPATION ____________ YEARS ACQUAINTED ____________

NAME ____________ PHONE ____________

ADDRESS ______________________________

OCCUPATION ____________ YEARS ACQUAINTED ____________

NAME ____________ PHONE ____________

ADDRESS ______________________________

OCCUPATION ____________ YEARS ACQUAINTED ____________

QUALIFICATIONS

THINGS YOUR CAN DO/EQUIPMENT YOU CAN OPERATE ____________

____

COURSES YOU HAVE TAKEN THAT RELATE TO WORK ____________

____

AWARDS AND HONORABLE MENTIONS YOU HAVE WON ____________

____

DIVERSIFIED OCCUPATIONS I

THE APPLICATION BLANK

Sometimes a company will have you fill out an application blank before the interview. In another instance, you may fill one out after the interview. No matter what the method of job application, however, most business will have you fill out application blanks. The application blank request the exact data that the employer needs and some of these facts may be omitted from your resume. The employer can study and compare the data of a number of applicants more easily than if he has to depend on resumes alone. Each company designs a form that meets its particular needs. Included are questions about education, experience, family background and health. The length and complexity of the blank depends on the kind of work, and kind of business to which you are applying.

When you are given an application blank, be neat and fill it out fully in BLACK ink. Do not omit answers to any of the questions! The neatness with which the blank is filled out will be considered by the employer. Do not fold or mutilate your application (or resume), use a folder and keep your papers neat.

Do not scratch out errors on your application. You can avoid errors by being prepared. Make sure you have all the information on your person at the time you fill out your application. Leave no scratch outs, misspellings, or empty spaces on the application. The BLACK Eraser-Mate pens work great and allow for neat corrections!!

Never leave any blanks on your application. Printing N/A for "not applicable" or drawing a small single line in the sections that do not apply is a must!! Employers must know that you have read and answered the entire application.

Applications have been thrown away for the following reasons: misspelled words, soiled, crumpled, scribbling, blue ink, pencil, blanks and questions not properly answered and/or not completely answered.

ASSIGNMENT: Using your resume and data and qualifications sheet, complete the following Applications. Fill them in neatly and completely. Follow all the rules listed above!!

PIETRO'S PIZZA PARLOR
APPLICATION FOR EMPLOYMENT

Date of Application ______________

Full-time ☐ Part-time ☐ (Hours Available ______________)

Name ____
LAST FIRST MIDDLE

Address ____
STREET CITY STATE ZIP

How long at present address __________ years __________ months

Social Security Number ______________________ Phone (____) ______________

Person to contact in case of emergency:

____
NAME ADDRESS PHONE

Complete the following questions:

School Name and Address	Grade	Graduate?	Date Left	Grade Average

Extracurricular activities in school:

____

____

What led you to contact us? ____

____

Have you had any training other than in school? __________ If yes, explain.

____

Have you had a major illness, operation or injury in the past 5 years? ______________

If yes, describe in full ____

WORK HISTORY:

Name of Last Employer	Full-time ☐ Part-time ☐	Duties	Reason for Leaving
Street Address	Date Started	Wage per Hour	Supervisor
City, State, Zip Phone	Date Left		

Signature of Applicant ____

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SAMPLE APPLICATION FORM

Please Type or Print Clearly

Last Name First Middle Social Security Number

Address City State Zip (Area Code) Home Phone

In case of an emergency, who should be called? ____________________

Name Telephone Number

Do you have a physical handicap or limitation? ☐ Yes ☐ No ____________________
If so, please explain.

What job or jobs are you applying for? ____________________

What special skills do you have? ____________________

Education (circle highest grade completed): 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 +

List schools you have attended:

Grade School (last attended)

Name of School Address Dates You Attended

Junior High School (last attended)

Name of School Address Dates You Attended Did You Graduate?

High School (last attended)

Name of School Address Dates You Attended Did You Graduate?

Colleges or Trade Schools Attended

Name of School Address Dates You Attended Diploma?

Name of School Address Dates You Attended Diploma?

Employment History (list most recent job first):

Employer Address Dates of Employment Salary or Wage

Employer Address Dates of Employment Salary or Wage

Employer Address Dates of Employment Salary or Wage

References (not related to you):

Name Address Telephone

Name Address Telephone

Name Address Telephone

Signed ____________________

BEST COPY AVAILABLE

BEST COPY AVAILABLE

EMPLOYMENT APPLICATION

PLEASE PRINT NAME, WRITE REMAINDER OF APPLICATION—USE INK

The Civil Rights Act of 1964 prohibits discrimination in employment practices because of race, color, religion, sex or national origin. PL 90-202 prohibits discrimination because of age.

☐ (Mr.) (LAST NAME) (FIRST NAME) (MIDDLE NAME)
☐ (Ms.)

STREET ADDRESS (CITY) (STATE) (ZIP)

Are you at least 18 years old but less than 70? ☐ Yes ☐ No
If you are under 18, state birthdate:

SOCIAL SECURITY NUMBER

TELEPHONE AREA CODE

I am available to work: ☐ Full Time ☐ Part Time ☐ Seasonal ☐ Saturdays ☐ Sundays ☐ Days ☐ Evenings

LOC./DEPT. RECEIVING APPLICATION: ____________

DATE REC'D: ____________ REC'D. BY: ____________

JOB APPLYING FOR: ____________

DO YOU HAVE ANY PHYSICAL LIMITATIONS OR PREVIOUS INJURIES WHICH MIGHT AFFECT YOUR ABILITY TO PERFORM THE JOB FOR WHICH YOU ARE APPLYING? ____________

IF YES, DESCRIBE: ____________

IF YOU ARE NOT A U. S. CITIZEN, HAVE YOU THE LEGAL RIGHT TO REMAIN PERMANENTLY IN THE UNITED STATES? ☐ YES ☐ NO

IF YOU ARE NOT A PERMANENT RESIDENT, DO YOU HAVE LEGAL AUTHORITY TO ACCEPT EMPLOYMENT?
☐ YES ☐ NO

YOUR TRANSPORTATION TO AND FROM WORK WILL BE:
☐ DRIVE OWN CAR ☐ BORROWED CAR ☐ WALK ☐ BUS OTHER

WHAT SPECIAL SKILLS DO YOU POSSESS?

WHAT EQUIPMENT DO YOU OPERATE?

HAS ANY BONDING COMPANY EVER REFUSED TO ISSUE OR CONTINUE ANY BOND ON YOUR BEHALF? ☐ YES ☐ NO IF YES, STATE WHEN AND WHAT COMPANY.

DO YOU HAVE ANY REASON TO BELIEVE YOUR APPLICATION FOR A FIDELITY BOND MIGHT BE REJECTED? ☐ YES ☐ NO

ARE YOU A VETERAN?

MILITARY DUTIES

DATES OF SERVICE

RESERVE OBLIGATIONS

HOW LONG HAVE YOU LIVED IN THIS AREA?

HOW LONG HAVE YOU LIVED AT YOUR CURRENT ADDRESS?

IF LESS THAN SIX MONTHS AT CURRENT ADDRESS, WHAT WAS YOUR PREVIOUS ADDRESS? HOW LONG DID YOU LIVE THERE?
(STREET) (CITY) (STATE)

HAVE YOU WORKED FOR OUR COMPANY BEFORE? ☐ YES ☐ NO DATES WORKED:

AT WHAT LOCATION DID YOU WORK?

YOUR NAME AT THAT TIME:

YOUR POSITION WHEN YOU LEFT?

YOUR IMMEDIATE SUPERVISOR'S NAME?

DOES ANY MEMBER OF YOUR IMMEDIATE FAMILY LIVING IN THE SAME HOUSEHOLD WORK FOR A DIRECT COMPETITOR OF OUR COMPANY? ☐ YES ☐ NO IF YES, STATE WHAT COMPANY AND THEIR POSITION.

DO YOU HAVE ANY RELATIVES WHO WORK FOR OUR COMPANY? ☐ YES ☐ NO IF YES, THEIR NAME LOCATION RELATIONSHIP

DO YOU HAVE ANY FRIENDS WHO WORK FOR OUR COMPANY? ☐ YES ☐ NO IF YES, THEIR NAMES? LOCATION THEIR JOB

IN CASE OF AN EMERGENCY, WHO SHOULD WE CONTACT? NAME ADDRESS PHONE

75 Rev 7/80

continued on other side

EDUCATION

HIGH SCHOOL	SCHOOL ADDRESS	FROM 19 TO 19	DID YOU GRADUATE	GRADE AVERAGE	COURSES YOU LIKED BEST EXTRA ACTIVITIES/HONORS	CIRCLE LAST YEAR COMPLETED 8 9 10 12
COLLEGE ☐ FULL TIME ☐ PART TIME	SCHOOL ADDRESS	FROM 19 TO 19	DEGREE RECEIVED	GRADE AVERAGE	MAJOR AND MINOR COURSES EXTRA ACTIVITIES/HONORS	CIRCLE LAST YEAR COMPLETED FRESH. SOPH. JR. SR.
OTHER	SCHOOL ADDRESS		FROM 19	TO 19	DESCRIBE STUDIES	
WHAT PLANS DO YOU HAVE FOR CONTINUING YOUR EDUCATION?				YOUR PRIMARY OFF-THE-JOB INTERESTS, HOBBIES, ACTIVITIES?		

START WITH CURRENT OR LAST EMPLOYER – INCLUDE MONTH AND YEAR IN DATES

EMPLOYMENT HISTORY

FROM Mo. Yr.	COMPANY	YOUR DUTIES	BEGINNING PAY	ENDING PAY	SUPERVISOR'S NAME	REASON FOR LEAVING
TO Mo. Yr.	STREET and NUMBER CITY and STATE				TITLE	
FROM Mo. Yr.	COMPANY	YOUR DUTIES	BEGINNING PAY	ENDING PAY	SUPERVISOR'S NAME	REASON FOR LEAVING
TO Mo. Yr.	STREET and NUMBER CITY and STATE				TITLE	
FROM Mo. Yr.	COMPANY	YOUR DUTIES	BEGINNING PAY	ENDING PAY	SUPERVISOR'S NAME	REASON FOR LEAVING
TO Mo. Yr.	STREET and NUMBER CITY and STATE				TITLE	
FROM Mo. Yr.	COMPANY	YOUR DUTIES	BEGINNING PAY	ENDING PAY	SUPERVISOR'S NAME	REASON FOR LEAVING
TO Mo. Yr.	STREET and NUMBER CITY and STATE				TITLE	
FROM Mo. Yr.	COMPANY	YOUR DUTIES	BEGINNING PAY	ENDING PAY	SUPERVISOR'S NAME	REASON FOR LEAVING
TO Mo. Yr.	STREET and NUMBER CITY and STATE				TITLE	

MAY WE CONTACT YOUR PRESENT EMPLOYER? ☐ YES ☐ NO

READ THE FOLLOWING STATEMENT CAREFULLY – ANSWER THE LAST QUESTION AND SIGN YOUR NAME

It is understood that my employment is based upon the truthfulness of the statements in this application and that in accepting employment I agree to abide by the rules and regulations of the employer not inconsistent with existing employment contracts. Any misrepresentation or omission of facts called for in the application, or any violation of such rules and regulations shall constitute a cause for immediate discharge.

It is further understood that my employer will not be held responsible for any of my property lost, stolen, or damaged by me.

Were you ever convicted for causes other than violation of traffic regulations? ______________________

If yes, what was the disposition? ______________________

I authorize Fred Meyer Inc., and Roundup Co. to make a complete investigation of all statements contained on my application. **SIGN HERE** ______________________

INTERVIEWER'S COMMENTS	
APPEAR 1 2 3 4 5	
VERBAL 1 2 3 4 5	
MANNER 1 2 3 4 5	
SUITABLE 1 2 3 4 5	
ALERTNESS 1 2 3 4 5	

TO BE COMPLETED BY MANAGER

SONIC	HIRED BY	SECTION	DATE STARTED
DATE OF BIRTH ___/___/___ mo. day yr.			
POSITION HIRED FOR:			

OFFICE USE ONLY

DATE TERMED.	REASON FOR TERM.	BASE HOURS	EXPER. CREDIT	RATE

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APPLICATION FOR EMPLOYMENT

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QUAL OPPORTUNITY EMPLOYER

SSUED BY DATE OF APPLICATION

ERSONAL PLEASE PRINT USING BLACK BALL PEN

FULL NAME	FIRST	MIDDLE	LAST		SOCIAL SECURITY NUMBER	
PRESENT ADDRESS	STREET	CITY	STATE	ZIP CODE	HOW LONG	TELEPHONE NUMBER

TELEPHONE NUMBER	IF NO PHONE HOW MAY WE CONTACT YOU?	DATE OF BIRTH
PERMANENT ADDRESS IF DIFFERENT FROM ABOVE		TELEPHONE NUMBER

LIST ACTIVITIES OR COMMITTMENTS THAT MAY INTERFERE WITH ATTENDANCE REQUIREMENTS.

LIST HANDICAPS OR HEALTH PROBLEMS THAT SHOULD BE CONSIDERED IN JOB PLACEMENT.

☐ YES ☐ NO	HAVE YOU EVER APPLIED TO THIS COMPANY BEFORE?	IF "YES" WHERE	APPROX DATE	MO YR	HOW REFERRED TO US

CITIZENSHIP

IF REQUESTED, CAN PROOF OF CITIZENSHIP, VISA, OR ALIEN REGISTRATION BE PROVIDED? ☐ YES ☐ NO

WILL VISA OR IMMIGRATION STATUS PREVENT LAWFUL EMPLOYMENT? ☐ YES ☐ NO

EMPLOYMENT INTERESTS AND SKILLS

TYPE EMPLOYMENT DESIRED ☐ PERMANENT ☐ TEMPORARY ☐ OVERSEAS ☐ SUMMER		SALARY EXPECTED	DATE AVAILABLE FOR WORK
JOBS PREFERRED	1ST	NO. OF YEARS EXPERIENCE IN THIS WORK	
	2ND	NO. OF YEARS EXPERIENCE IN THIS WORK	
SPECIALIZED TRAINING OR SKILLS	TYPING SKILLS	OFFICE MACHINES OPERATED	
	LIST OTHERS		

EDUCATION

SCHOOLS	NAME AND ADDRESS OF SCHOOL OR COLLEGE	DATE		MAJOR STUDIES	GRADUATION		COLLEGE GRADE PT AVERAGE
		FROM	TO		DEGREE	DATE	
HIGH SCHOOL							EXAMPLE My Avg. 2.75 All A's 4.00
COLLEGE TRADE OR BUSINESS SCHOOL							My Avg. All A's
							My Avg. All A's
							My Avg. All A's

CLASS STANDING
HIGH SCHOOL ☐ TOP QTR. ☐ 2ND QTR. ☐ 3RD QTR. ☐ LAST QTR.
COLLEGE ☐ TOP QTR. ☐ 2ND QTR. ☐ 3RD QTR. ☐ LAST QTR.

COLLEGE FINANCING	G.I. BILL %	OWN WORK %	SCHOLARSHIP (EXPLAIN) %	OTHER (EXPLAIN) %

MILITARY

BRANCH OF SERVICE	RANK HELD	ENTRY	RELEASE	ACTIVE DUTY DATE	From Mo/Yr	To Mo/Yr	TYPE OF DUTY

WHAT SPECIALIZED TRAINING DID YOU RECEIVE?

THIS INFORMATION WILL NOT BE USED FOR THE PURPOSE OF DISCRIMINATION.

OVER

Application For Employment
Washington Legal Blank Inc., Bellevue, WA Form No. 337 11/81
MATERIAL MAY NOT BE REPRODUCED IN WHOLE OR IN PART IN ANY FORM WHATSOEVER

Approved by the Washington State Human Rights Commission 10/81

LAST NAME
FIRST
INITIAL

ACTIVITIES List school, civic or business activities and offices held. (Exclude those which indicate race, color, religion or national origin)

Ho	Leisure Time Interests

EMPLOYMENT EXPERIENCE Give past employment record as completely as possible, starting with your present or latest employer. Include summer employment. (If space is insufficient list on separate page or attach resume). For any unemployed or self-employed periods, show dates and locations.

	Mo.	Day	Yr.	Employer's Name & Address – City & State	Name and Title of Immediate Superior	Position You Held and Salary	Reason for Leaving
From				Present or last employer			
To				Address			
From				Name			
To				Address			
From				Name			
To				Address			
From				Name			
To				Address			
From				Name			
To				Address			

REFERENCES Give names of three persons to whom you are not related and by whom you have not been employed. These people should have known you for several years

Name – Initials, Last Name	Address – Street, City, State, Zip Code	Occupation	Years Of Acquaint

Give names of any relatives, and/or acquaintances, in the employ of this company.

Name	Occupation	Location	Relationship

ADDITIONAL INFORMATION FOR PLACEMENT CONSIDERATION

horize investigation of all statements contained in this application for employment. I understand that misrepresentation or omission of facts called for don will be sufficient cause for cancellation of consideration for employment or dismissal from the company's service if I have been employed. I understand that employment is subject to a physical examination in which my health is found to be satisfactory to the company. I understand that if I am employed, a certified birth certificate or other evidence of birthplace and citizenship is required.

SIGNATURE	DATE SIGNED

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DIVERSIFIED OCCUPATIONS I

	CONTENT OUTLINE		PROCEDURES
1)	Pretest	1)	HANDOUT, complete and turn in
2)	Applications and the Law	2)	HANDOUT, read and discuss
3)	Papers You Will Need	3)	HANDOUT, read and discuss
4)	Key Words and Abbreviations	4)	HANDOUT, read and discuss Have them take notes on words they find new or difficult to understand
5)	Rules to Remember	5)	HANDOUT, read and discuss
6)	Personal Inventory	6)	HANDOUT, complete
7)	The Application Blank	7)	HANDOUT, read and discuss.
8)	Sample Applications	8)	HANDOUT, complete
9)	Test	9)	Have them go to a place of business and ask for an application. Have them bring it to class and complete it. Have them check it off with you for the test grade--and corrections if needed.

DIVERSIFIED OCCUPATIONS I

UNIT 6

Cover Letters

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME Cover Letters

2. LESSON NAME Cover Letter Writing

3. LESSON TIME 3 days

4. TEACHER SET-UP Copies: Sample Format of Cover Letter, Sample Cover Letter, Practice C.L., Applying by Letter for an Adv. Job, Practice L. of A. Test

5. MATERIALS NEEDED Typewriter(s), Want Ads

6. PERFORMANCE OBJECTIVES

A) TSWBAT write a cover letter and letter of application in correct business form for a job that interests him/her.

B) TSWBAT state the important parts of the letter that make it correct and meaningful to the employer.

C)

7. EVALUATION

8. SPECIAL NOTES

CONTENT OUTLINE	PROCEDURES
1) Introduction to Cover Letters	1) -How many of you have ever seen a want ad in the paper that requests a letter of application and a resume? -How many of you know how to answer such an ad? -How many of you have wanted to answer but did not know how? -Why do employers ask for letters of application regarding job openings? -employer wishes to speak only with best-qualified candidates -it takes ability and effort to write, and only those most interested will respond -employer may wish to see how well the individual expresses himself/herself in written form -employer may wish to keep the best letters on file for future use -Since any letter of application is a "sales" letter, what kinds of things are important to remember? -keep contents clear and to the point--brief -present information that can be read quickly and easily by the employer -letter must be correct grammatically punctually, and with correct spelling in correct business letter format.
2) Applying By Letter For An Advertised Job	2) HANDOUT, read and discuss
3) Practice Letter of Application	3) HANDOUT, explain and complete
4) Sample Format of Cover Letter	4) HANDOUT, read and explain
5) Sample Cover Letter	5) HANDOUT, read and discuss
6) Practice Cover Letter	6) HANDOUT, complete
7) Test	7) HANDOUT, complete and turn in. Have them make it general to be used with their resume for a general job area. Give them 5 copies to use and keep the original in their student file.

APPLYING BY LETTER FOR AN ADVERTISED JOB

When a job is advertised in a newspaper "help wanted" section, you usually must write a letter to apply for it. Here is a sample of what such a letter may look like:

John Doe
1234 Fitzer Avenue
Seattle WA 98107
782-5069

September 24, 1985

Advertiser, Ad No. 24680
City Bulletin
456 Whatever Street
Seattle WA 98107

Dear Advertiser:

Please consider me as an applicant for the job you advertise. I enclose personal and business information on a resume attached to this letter.

If you are interested, I will be glad to supply the names of personal and business references.

The work you describe seems to be the kind I would like to do and I feel I could do it well. I would like an interview with you at your convenience.

Sincerely,

John Doe

John Doe

PRACTICE LETTER OF APPLICATION FORM

Find an ad in the "help wanted" section of the newspaper and cut it out and paste it here. Now write a letter of application for that job using the following format.

your street address

your city, state, and ZIP code

today's date

person's name or job title

name of company

street address

city, state, and ZIP code

Dear

closing

signature

SAMPLE FORMAT OF COVER LETTER

Date

Mr. Employer
Title
Organization
Street Address
City, State, Zip Code

Dear Mr. Employer:

1st Paragraph. Tell why you are writing, name the position, field or general vocational area in which you are interested. Tell how you heard of the opening or the organization.

2nd Paragraph. Mention one or two qualifications you think would be of greatest interest to the employer. Slant you remarks to his/her point of view. Tell why you are particulary interested in this organization, or type of work. If you have had related experience, or specialized training, be sure to point it out.

3rd Paragraph. Refer the reader to the enclosed application form, resume, or the fact that the FDJL Placement Office will send full credentials which will give additional information concerning your background and interests.

4th Paragraph. Close by making a specific request for an interview. If, instead of wanting an interview, your request was for further information concerning an opening, it would be polite to enclose a self-addressed, stamped envelope. Make sure your closing is not vague, but makes a specific request.

Sincerely,

(your signature)
Type your name
Type your complete address
Type your phone number

Enclosure

SAMPLE COVER LETTER

210 Beech Street
Waterburg, NY 14832
October 20, 1985

Mr. Joseph Kenn
Kenn's Hair Fashions
68 South Ivy Lane
Waterburg, NY 14832

Dear Mr. Kenn:

I am writing in response to your ad in the Waterburg Evening News on October 15, 1985. You were advertising for a stylist.

I have just completed two years of study in hair styling at the Waterburg Area Vocational School and did very well in my courses. My aunt is the operator of June's Beauty Salon and I have worked for her for the past two years. Although I have had much experience in all areas of hair dressing, I specialize in women's styled permanents.

I am eighteen years old and graduated from high school in June. I would be able to start work any time.

May I have an interview with you at your convenience?

Sincerely,

Ann Babcock

Ann Babcock

PRACTICE COVER LETTER

____

____

____

____

______________________________:

____

____

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____

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Sincerely,

____

____

____

UNIT #6

TEST

Using information from the cover letter unit, write or type on a sheet of notebook paper or typing paper, a cover letter to be used for general interviews.

Be sure it is neat, spelling correct and in proper format. Use a black pen if writing, and black ribbon if typing. If you are not typing your cover letter, print!

DIVERSIFIED OCCUPATIONS I

UNIT 7

The Interview

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME The Interview
2. LESSON NAME Preparing for the Interview
3. LESSON TIME 3 days
4. TEACHER SET-UP Copies: Pretest, Preparing for the Interview Packet
5. MATERIALS NEEDED
6. PERFORMANCE OBJECTIVES

   A) TSWBAT describe several elements of the job interview and how to prepare for each.

   B) TSWBAT list questions that an interviewer may ask and give appropriate responses.

   C)
7. EVALUATION
8. SPECIAL NOTES For any students finishing early have them do the MCE "Successful Job Interviewing" on the computer for extra credit

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DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
1) Pretest	1) HANDOUT, complete and turn in.
2) Preparing For The Interview	2) HANDOUT, read and discuss
3) Interview cartoons	3) HANDOUT, explain and discuss importance of these interview tips

DIVERSIFIED OCCUPATIONS I

UNIT #7

PRETEST

Read each statement. If true, circle T. If false, circle F.

T F 1. It is during the interview that most employers decide whether you will be a good worker.

T F 2. Employers often ask why you think you can do the job.

T F 3. After filling out an application, you may not be called. Then it is all right to call and ask for an interview.

T F 4. You should always take a pen and a pencil to an interview.

T F 5. An employer's first impression of you is often based on how you look.

T F 6. Boys should wear suits and girls should wear dresses to all interviews.

T F 7. Tennis shoes are fine for most interviews.

T F 8. It is all right to take a friend into the interview.

T F 9. You should be 15 minutes early for most interviews.

T F 10. If you shake hands, you should not squeeze the other person's hand at all.

T F 11. If you are not asked to sit down, you should stand for the interview.

T F 12. You should look the interviewer in the eye most of the time.

T F 13. If you have a purse or books, you should place them on the corner of the interviewer's desk.

T F 14. You should say why you want to work for the company.

T F 15. If youdo not know an answer, you should not admit it.

T F 16. When asked what kind of work you will take, you should say "Anything!"

T F 17. If you are not offered the job, you should ask if you will be called.

T F 18. It is all right to ask the interviewer questions.

T F 19. It is a good idea to write a letter thanking the employer for the interview.

T F 20. The reason most people are not hired is poor appearance.

DIVERSIFIED OCCUPATIONS I

Match the words with their meanings. Write the number of the word in the blank by its meaning.

____to give criticism

____when something is different than usual

____to think well of someone

____saying and doing things in a way that does not offend others

____a business that hires workers

____how a person feels when seeing another person the first time

____making oneself clean, neat, and attractive

____the employer or other person asking questions of the applicant

____lasting for a long time

____lasting a short time

____abilities; knowledge, skills, and experience

____showing respect for others; good manners

____working more hours than a standard week

____making a choice

____giving your name when you meet a new person

____to be an example of what the company is like

1. company
2. courteous
3. criticize
4. decision
5. exception
6. first impression
7. grooming
8. interviewer
9. introduce
10. overtime
11. permanent
12. qualifications
13. represent
14. respect
15. tactful
16. temporary

PREPARING FOR THE INTERVIEW

The interview is the most important step in your job search. Even if you call about a job or write a letter, you must still have a face-to-face meeting.

The interview is very important. How you look and act during your interview may decide if you get the job.

Since it is so important, you should prepare carefully for a job interview. In the next few pages you will learn more about an interview. You will learn how to get ready for yours.

It is seldom that an applicant is employed without first being interviewed by the employer. The twenty or thirty minutes which you may be able to spend talking with a prospective employer may affect the whole course of your life.

Review your personal inventory and be ready to give instant answers to all requests for personal facts, figures, and dates. Secure as much information as possible about the employer on whom you are to call and about the business. He will be more interested in you if you show that you are genuinely interested in his business.

WHAT TO EXPECT

Most interviews will involve you and one other person. Sometimes two or more people will be present. You will be asked questions about your background and experience. There is no way to know what questions an interviewer will ask. Most interviewers know you are nervous. Just be yourself and answer as well as you can. Many interviewers are nervous, too! You may not believe that, but it is true. Interviêwing may not be their regular job. They may not know how to interview very well.

DIVERSIFIED OCCUPATIONS I

Below are points to remember in order to make a good first impression at the interview:

1. Check ahead for directions if the interview is in an unfamiliar place.
2. Go alone to the interview.
3. Have an extra copy of your resume with you.
4. Be on time or a little early—15 to 20 minutes.
5. De careful of your appearance.
6. No gum chewing or smoking.
7. Stand straight and tall.
8. Look pleasant.
9. Greet interviewer by their name—Mr. or Ms. Whatever.
10. Introduce yourself in a quiet, easy way.
11. Shake hands only if theinterviewer offers his/her hand first.
12. Stand until asked to sit down.
13. Sit straight and avoid signs of nervousness.
14. Maintain eye contact.
15. Be ready to take a performance test.
16. Let the interviewer lead the conversation.
17. Do not argue.
18. Be careful of your English—avoid slang.
19. Avoid a discussion of salary early in the interview.
20. Don't knock or whine about other employers or teachers.
21. Be ready for the surprise question.
22. Have at least one question ready to ask the interviewer.
23. When leaving, ask whenyou can call back to find out their decision.
24. Make your leave promptly and courteously.
25. Send a thank you letter or note.
26. Call back to find out their decision.
27. DON'T GIVE UP!!!

DIVERSIFIED OCCUPATIONS I

PREPARING YOUR MIND

You should, of course, look your best for your interview. But you must also prepare your mind. Think of things that may be asked. Also think of questions you can ask the interviewer. This will show you are interested.

Your interview would be easy if you knew what was going to be asked. That is not possible. But you can prepare by thinking of likely questions. The following is a list of such questions that may be asked. Read the questions and practice answering them. Practice speaking clearly. Make your voice show interest and confidence. Use good grammar and do not speak too loudly--or to softly.

1. Why do you think you would like to work for this firm?
2. How did you find out about us?
3. What is your school grade-point average?
4. Do you own a car?
5. What kind of experience do youhave?
6. What kinds of special skills do you have?
7. Why did you leave your last job?
8. Can we contact your previous employer?
9. How many days of school or work have you missed in the past year?
10. What is your biggest weakness?
11. What are your hobbies?
12. Do you feel you get along well with others?
13. How well can you "handle" responsibility?
14. Why do you feel we should hire you?
15. Do you think you can handle both your schoolwork and a part-time job?
16. Would you be willing to work overtime? Weekends?
17. When can you start work?
18. Are there questions that you would ask during an interview?

Any good interviewer will try to find out all about you—your strong points and any problems that might keep you from doing a job well. Depending on your background, this may or may not require some special preparation before the interview. You don't want to be caught off guard by some troublesome questions.

DIVERSIFIED OCCUPATIONS I

When answering problem questions, there are several points to keep in mind. First, be direct and honest in your reply. Evasive answers will only arouse the interviewer's curiosity or suspicion. If you employer discovers later that you have been dishonest in talking about your background, this may lead to your being fired.

Be positive about your good points. Draw the interviewer's attention to what you have to offer the company. Answer the question briefly and then talk about your skills as they relate to the job you want.

Now, let's examine some problem questions and sample answers. You should not try to memorize these answers. They are only to give you an idea of the types of answers which will be helpful to you during your interview. You must try to give answers that will assure the interviewer that your past problems will not interfere with your ability to do the job well.

It is not unusual for an interviewer to be concerned about any physical disability, injury, or major surgery that you have had, and which might affect your work. An interviewer might ask you about the kind of medical care you received. He might ask what your doctor said about your fitness for work. If you have had a medical problem, you must reassure the interviewer that you can do the job. If a doctor's statement is necessary, be sure to have one with you. A typical question might be: "I see you received workmen's compensation for a back injury. Could you tell me about that?"
Your answer might be: "I did have a slipped disc which needed surgery last year. I've taken good care of myself since then, and now the doctor says I can do every thing I did before, except lift more than 40 pounds. Here is a statement from him releasing me for work."

Sometimes an interviewer hesitates to hire a person because he is either younger or older than expected. If you are younger than people on the job are being interviewed for, you might be asked: "Are you sure someone your age can handle this job?" Your answer might be: "I know I appear young for the job, but I'm willing and anxious to learn."

DIVERSIFIED OCCUPATIONS I

If you are older than most people on the job, you can say: "I don't believe I'm too old for the job. I know I'm capable because I've been told this by my past employers. I'm sure I can handle this job."

An interviewer will generally bring up any prison experience he knows you have had. He might say: "I see you spent some time in prison. Could you tell me about it?" Your answer coul be: "Well, I was very mixed up as a teenager. I became involved in a number of thefts and was sent to prison. That's part of my past that I've managed to straighten out. I'm ready for work now, and I'm looking forward to getting started in a job like this one." If the interviewer asks you to explain further, it is best, if it is true, to say that what you did was in no way connected with your former job.

An interviewer may look twice at an application form which shows that you have had many jobs over a relatively short period of time. Listen carefully to this question and the good answer that follows: "I noticed you've moved around from job to job in the past. Why was that?" "It's true that I've worked at a number of different jobs in the past. I know that looking around for steady work and taking jobs here and there makes a person look bad—but I think I'm on the right track now."

An interviewer will usually question if you have been fired from a job. "Can you tell me why you were fired from your job at the paint store?" Here's a way to handle this question: "I was hired to drive the delivery truck. The job turned out to be mostly moving paint cans and cleaning up but very little driving. I complained three different times, and I guess that was one too many."

Near the end of every interview, the employer will ask you if you have any questions to ask them. You must be prepared for this. The list following is made up of sample questions for you to ask. Be prepared to use at least one of them.

1. What is the company's major area of activity?
2. What is the size of the company?
3. How does its isze and growth compare with others in the industry?
4. What is your company doing in the way of public service?
5. How does the company usually recruit new employees?
6. What kind of people are you looking for?
7. How does your employee turnover rate compare with other companies?
8. Is there a seasonal hiring peak?
9. What kinds of jobs do you have?
10. Do you have a training program?
11. What kinds of challenges does your company offer employees?
12. What are the opportunities for promotion?
13. What are some of the benefits or working here?
14. Is it possible to take a tour of the company?

PREPARING YOUR BODY

How should you prepare your body for an interview? How should you prepare your clothing? Here is a list of rules of dress for an interview:

1. Be sure to take a bath before dressing for an interview. This probably comes as a shock to you, but some people have gone for an interview without bathing first.
2. Your hair should be clean and well groomed.
3. Your hands should be clean—nails should be trimmed and clean.
4. Young men, be sure to shave before your interview.
5. Young ladies, don't wear too much make-up.
6. Remember, dressing for an interview is not the same as dressing for an evening out.
7. The type of job for which you are applying determines the type of clothing that you should wear.
8. Dress as conservatively as possible. Many employers are not interested in the latest fads.
9. Wear clean and shined shoes.
10. Brush your teeth and use a mouthwash if necessary.
11. Get a good night's rest the night before your interview.
12. Clean and press your clothing.
13. Do not wear sunglasses or hats.

DIVERSIFIED OCCUPATIONS I

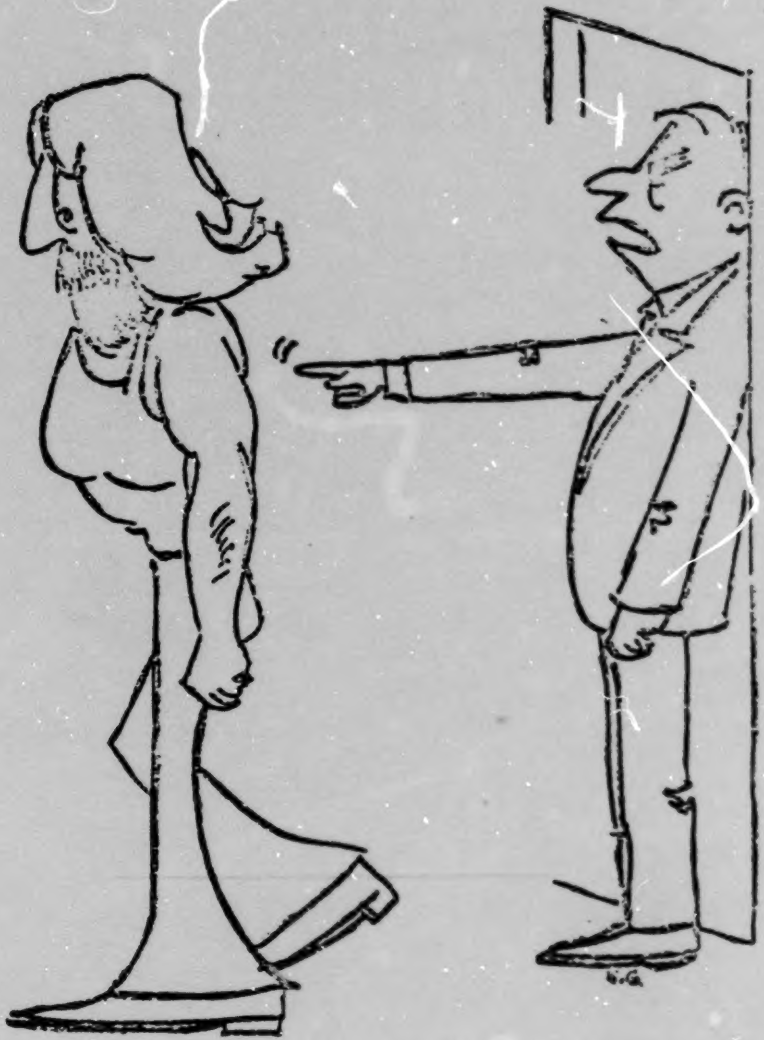
Know The Company

DIVERSIFIED OCCUPATIONS I

INTERVIEWS

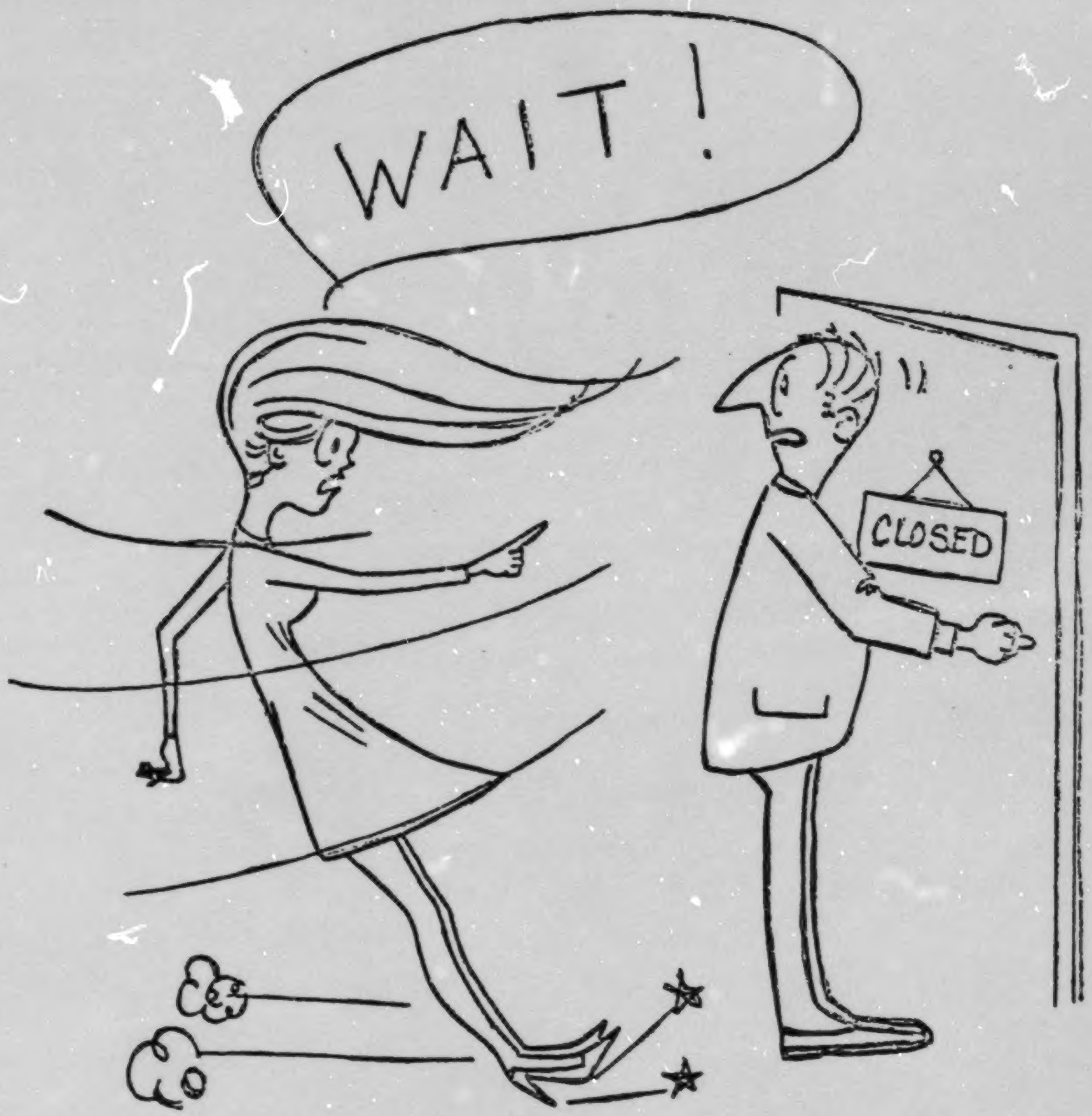
Keep Calm

DIVERSIFIED OCCUPATIONS I



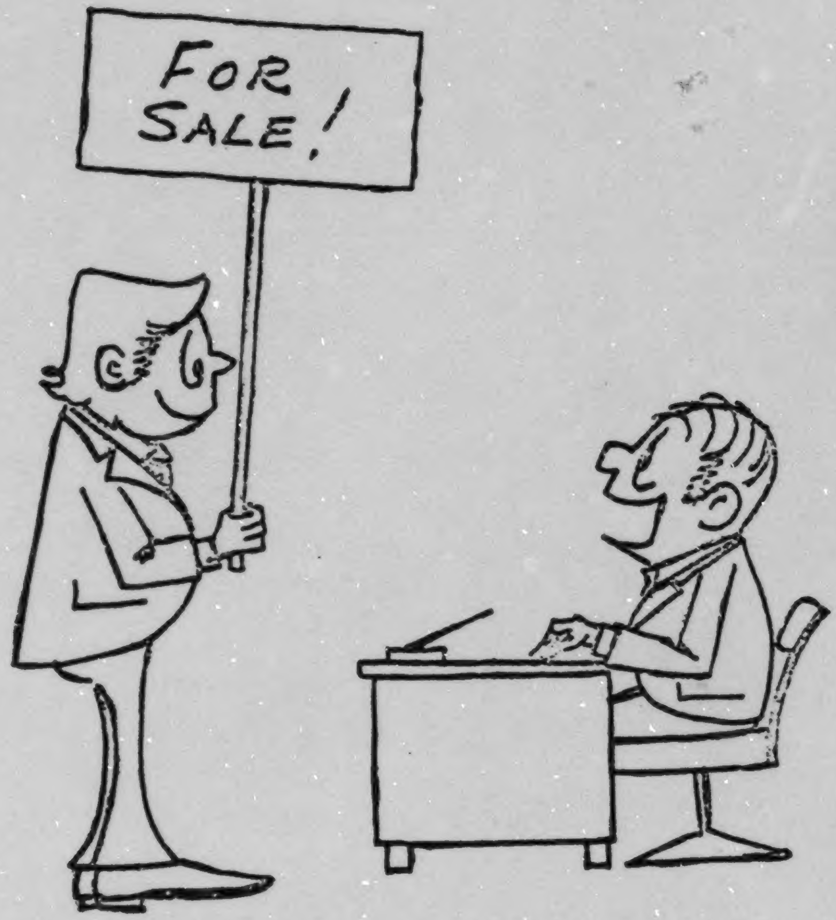
Dress Appropriately

DIVERSIFIED OCCUPATIONS I


WAIT!
CLOSED

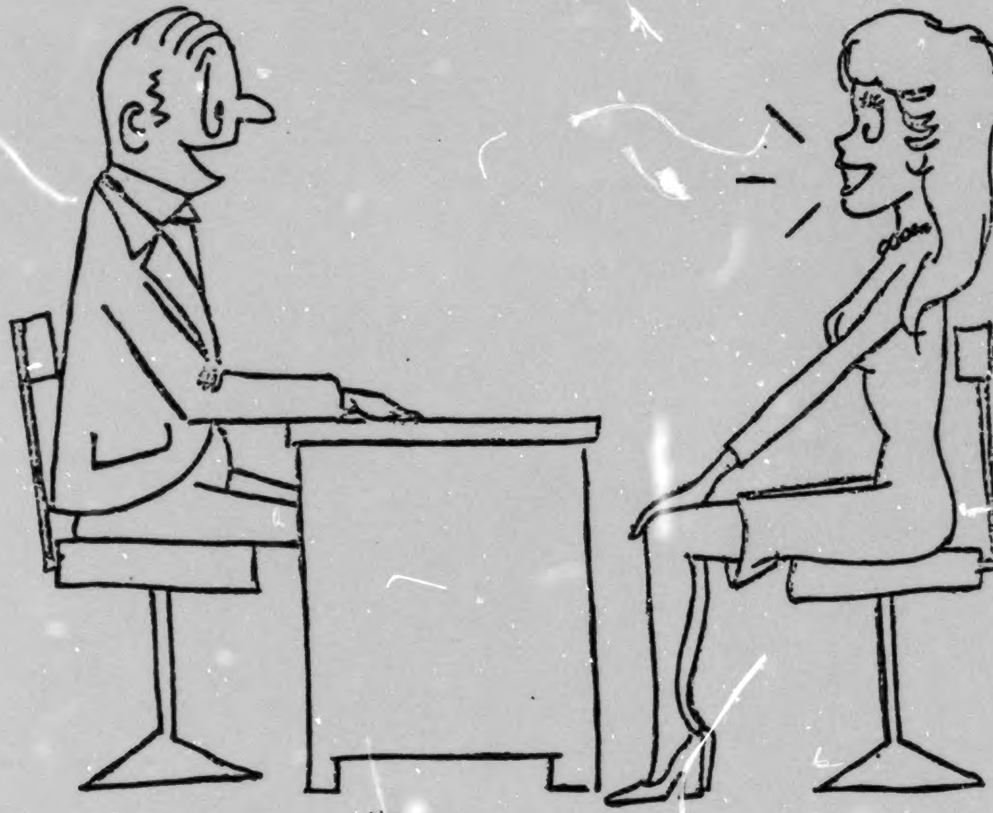
Be On Time

DIVERSIFIED OCCUPATIONS I



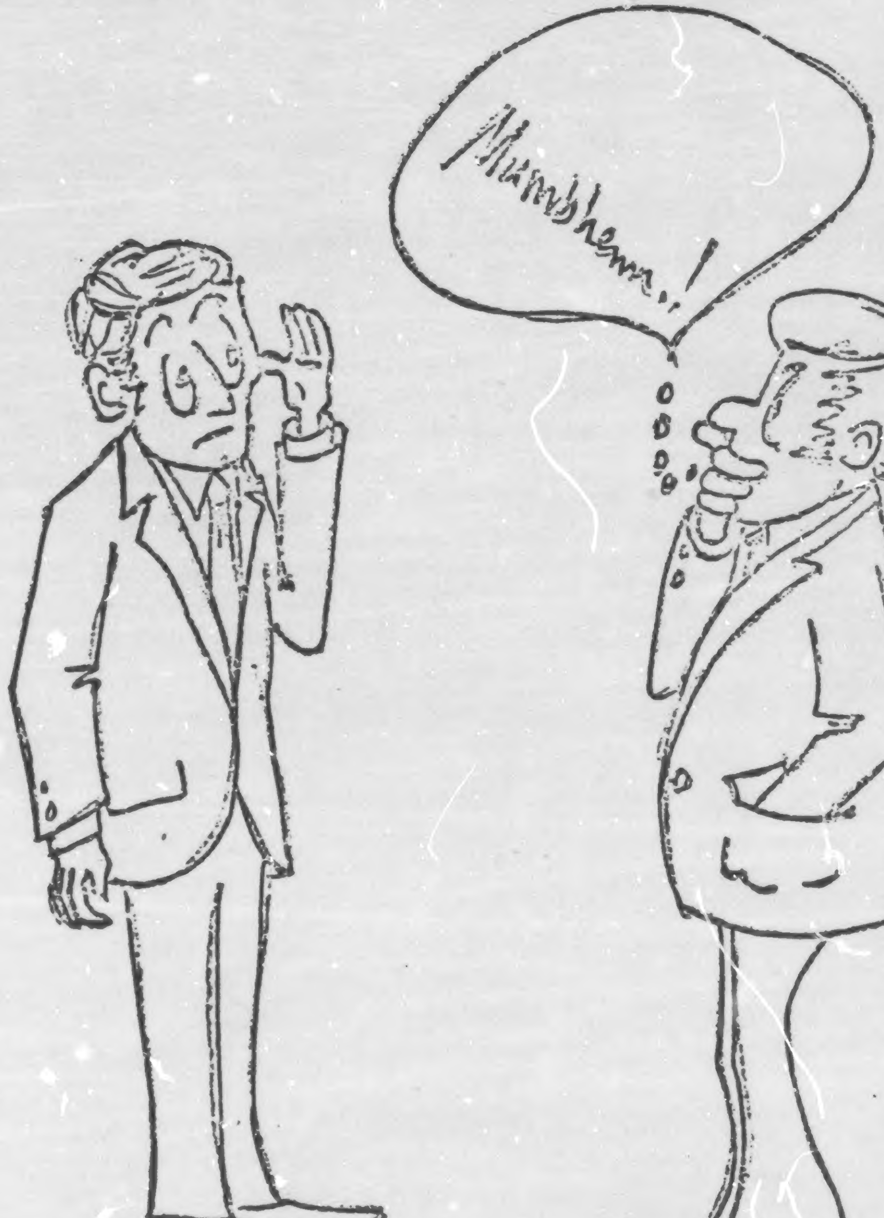
Sell Yourself

DIVERSIFIED OCCUPATIONS I



Smile

DIVERSIFIED OCCUPATIONS I



Speak Clearly

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME The Interview
2. LESSON NAME Interviewing
3. LESSON TIME depends on size of class & number of interviewers
4. TEACHER SET-UP Copies: The Interview Packet, Interview Rating Form, Interview Checklist
5. MATERIALS NEEDED Interviewers, room to set up interviews—will need reception area for completing applications prior to int.
6. PERFORMANCE OBJECTIVES

   A) TSWBAT demonstrate proper handshake, eye contact and posture for a job interview.

   B) TSWBAT go through a practice interview and rate a 70% or better on their performance.

   C) ______

7. EVALUATION ______
8. SPECIAL NOTES ______

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
1) The Interview	1) HANDOUT, read and discuss
2) Dear Kid	2) HANDOUT, read and discuss what it means
3) Interview Rating Form	3) HANDOUT, this is the unit test! Set up practice interviews for each student. Use Advisory Committee persons to do the interviews.

THE INTERVIEW

Well, this is it. It is the big day you have been waiting for. It is the day of your first job interview. You have taken all the steps. You have done all of your homework. You have worked hard to prepare your mind and your body for this interview.

You may want a job very badly. But so do many other people. You are not going to get a job just because you want it. You will have to convince the employer that you are the right person for the job.

If you are well prepared for your interview, things will probably go well. Remember, not all interviewers do their job well. Sometimes they will depend on you to help with the interview. They will want you to do most of the talking.

Interviewers are people too. They may be nervous. The interviewer you have may not have interviewing as a regular job. He or she may just have a bad day.

We all have things that we do not like. We have things that "turn us off." Certain things also turn an interviewer off. Here is a list of the things that bother an interviewer . Make sure you are guilty of none of them!

1. Poor appearance
2. Poor attitude
3. Lack of manners and personal courtesy
4. Chewing gum, smoking, fidgeting
5. Not looking the interviewer in the eye
6. Being interested only in the salary and the benefits of the job
7. Lack of confidence
8. Poor grammar, use of slang
9. Immaturity
10. Not having any direction or goals

Perhaps now is the time to take another good look at yourself. Will you be guilty of any of the above sins during your interview? Now that you know what bothers an interviewer, you can be sure not to bother him or her. If you have weak areas, make them as strong as possible—before the interview!!

Most of the items in the list can be corrected by being on your best behavior. There may be some problems, however, that you cannot correct at the time of the interview. Some of them have to do with your past.

These are some more reasons that most employers give for not being able to hire a person:

1. Poor attitude
2. Unstable work record
3. Bad references
4. Lack of ability to sell oneself
5. Lack of skill and experience
6. Lack of real desire to work
7. "Bad mouthing" former employers
8. Too demanding (wanting too much money, etc.)
9. Not available for interviews
10. Cancelling out of an interview

Of course many of these things you cannot change in the interview. But you can be prepared to discuss problem areas. Do not try to fak experience or skill if you do not have them. Be honest and straight forward.

Always be confident. If you have had problems in the past, let the interviewer see that you are willing to change and to grow. Make the interviewer see by your answers that you deserve another chance.

Did you notice Poor Attitude was at the top of both lists? Here is a letter that represents a point of view shared by many employers. It is to a teenage boy who had applied for a job.

DIVERSIFIED OCCUPATIONS I

Dear Kid:

Today you asked me for a job. From the look of your shoulders as you walked out, I suspect you've been turned down before, and maybe you believe by now that kids out of high school can't find work.

But, I hired a teenager today. You saw him. He was the one with the polished shoes, and a necktie. What was so special about him? Not experience. Neither of you had any. It was his attitude that put him on the payrool instead of you. Attitude, son. A-T-T-I-T-U-D-E. He wanted that job badly enough to shuck the leather jacket, get a haircut, and look in the phone book to find out what this company makes. He did his best to impress me. That's where he edged you out.

You see, Kid, people who hire aren't "with" a lot of things. We know more about Bing than about Ringo, and we have some Stone-Age ideas about who owes whom a living. Maybe that makes us prehistoric, but there's nothing wrong with the checks we sign, and if you want one you'd better tune to our wave length.

Ever heard of "empathy?" It's the trick of seeing the other fellow's side of things. I couldn't have cared less that you're behind in your car payments. That's your problem and the President's. What I needed was someone who'd go out in the plant, keep his eyes open, and work for me like he'd work for himself. If you have even the vaguest idea of what I'm trying to say, let it show the next time you ask for a job. You'll be head and shoulders above the rest.

Look Kid: The only time jobs grew on trees was while most of the manpower was wearing G.I.'s and pulling K.P. For all the rest of history you've had to get a job like you get a girl: "Case the situation, wear a clean shirt, and try to appear reasonably willing."

Maybe jobs aren't as plentiful right now, but a lot of us can remember when master craftsmen walked the streets. By comparison, you don't know the meaning of "scarce."

You may no believe it, but all around you employers are looking for young men smart enough to go after a job in the old-fashioned way. When they find one, they can't wait to unload some of their worries on him. For both our sakes, get eager, will you?

Donald E. Wood

DIVERSIFIED OCCUPATIONS I

INTERVIEW RATING FORM

	VERY GOOD	GOOD	FAIR	NEEDS WORK	POINTS
GROOMING					
CLOTHES					
POSTURE					
MANNERS					
LANGUAGE					
VOICE					
EYE AND BODY CONTROL					
ATTITUDE					
PERSONALITY					
INTERVIEW SKILLS					
MOTIVATION					
PREPARATION					
QUALIFICATIONS					
POTENTIAL					

SCORING: VERY GOOD=15 points, GOOD=10 points
FAIR=5 points, NEEDS WORK=0 points

TOTAL POINTS:

APPLICATION SCORE____________________

STUDENT'S NAME:____________________ INTERVIEWER'S INITIALS_______

DATE:______________________________

COMMENTS:

DIVERSIFIED OCCUPATIONS I

INTERVIEW CHECKLIST

1. Did I arrive 15 minutes before the scheduled interview time?

   YES NO

2. Did I wait to be invited to sit?

   YES NO

3. Did I sit up straight and look alert?

   YES NO

4. Did I take a friend to the interview with me?

   YES NO

5. Did I fill out the application forms completely and neatly?

   YES NO

6. Did I criticize former employers or others?

   YES NO

7. Was I well-groomed and dressed appropriately?

   YES NO

8. Did I look the interviewer directly in the eye?

   YES NO

9. Was I realistic when discussing salary?

   YES NO

10. Do I understand theexact duties of the job, the hours of work, and the salary to be paid?

    YES NO

11. Have I written a follow-up letter to thank the interviewer for the interview?

    YES NO

12. Did I smoke or chew gum?

    YES NO

13. Was I pleasant and courteous?

    YES NO

14. Did I smile?

    YES NO

15. Was I able to answer each of the interviewer's questions?

    YES NO

DIVERSIFIED OCCUPATIONS I

UNIT 8

Safety on the job

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME Safety on the job
2. LESSON NAME Job Safety
3. LESSON TIME 4 days
4. TEACHER SET-UP copies: pretest, vocabulary, safety packet, test
5. MATERIALS NEEDED
6. PERFORMANCE OBJECTIVES

A) TSWBAT demonstrate care of the work station and explain importance.

B) TSWBAT identify OSHA laws.

C) TSWBAT explain the proper methods of reporting accidents.

7. EVALUATION
8. SPECIAL NOTES ***Have Red Cross bring in Recesitator Annie and get first aid cards?!?

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
1) Pretest	1) HANDOUT, complete and turn in
2) Vocabulary	2) HANDOUT, give definitions
3) Learning to Lift	3) HANDOUT, complete and discuss
4) Wearing Safety Clothing	4) HANDOUT, complete and discuss
5) What Is OSHA?	5) HANDOUT, complete and discuss
6) Working With Materials	6) HANDOUT, complete and discuss
7) Do You Use A Ladder Safely?	7) HANDOUT, complete and discuss
8) Safety of the Job	8) HANDOUT, complete and discuss
9) Test	9) HANDOUT, complete and turn in

DIVERSIFIED OCCUPATIONS I

UNIT #8

PRETEST

Read each statement. If true, circle T. If false, circle F.

T F 1) You will be taught safety rules for your job.
T F 2) Workers need to think about their own safety and good health.
T F 3) You should know how to use a fire extinguisher.
T F 4) At work, eat lunch in a clean place.
T F 5) Do not tell your boss if you feel ill.
T F 6) You should never try to give first aid to anyone.
T F 7) It is good if an injured person seems to be asleep.
T F 8) Wearing your own clothing at work is always the safest thing to do.
T F 9) There is a federal law to prevent accidents.
T F 10) Most work places have no dangerous areas.
T F 11) It is all right to use electrical machines in damp places.
T F 12) Extension cords can be dangerous.
T F 13) Few workers need to learn to use a ladder safely.
T F 14) Use a metal ladder near electrical wires.
T F 15) Smoking is dangerous near gasoline.
T F 16) Welding should be done far away from gasoline.
T F 17) Gasoline vapor can explode.
T F 18) Flammable materials require special care.
T F 19) Do not wear gloves when handling lumber.
T F 20) Accidents do not cost you any money.

DIVERSIFIED OCCUPATIONS I

UNIT #8

VOCABULARY

1) SAFETY
2) OSHA
3) CARE
4) ACCIDENT
5) REPORT
6) PRECAUTIONS

DIVERSIFIED OCCUPATIONS I

LEARNING TO LIFT

Knowing how to lift an object may avoid a back injury. The following words will complete the sentences below. Write the number of the correct word in the obx in the sentence. See the example. The number 5 in the example means "Ladder."

EXAMPLE: I need a __5__ to climb up on the roof.

1—able
2—bending
3—close
4—knees
5—ladder
6—lift
7—see
8—together

1) Decide whether you are_____to lift the object.
2) Stand_____to the object.
3) Bend you_____when you lift.
4) Use your leg and back muscles when you_____.
5) Lower a load by_____your knees.
6) Use a_____to reach high objects.
7) Be sure you can_____over any load you carry.
8) Two workers carrying a load must work_____.

GETTING FIRST AID AT WORK

There is a right way and a wrong way to look after yourself if you are hurt or ill at work. Read the sentences below. If you think a statement is right, circle YES. If you think a statement is wrong, circle NO.

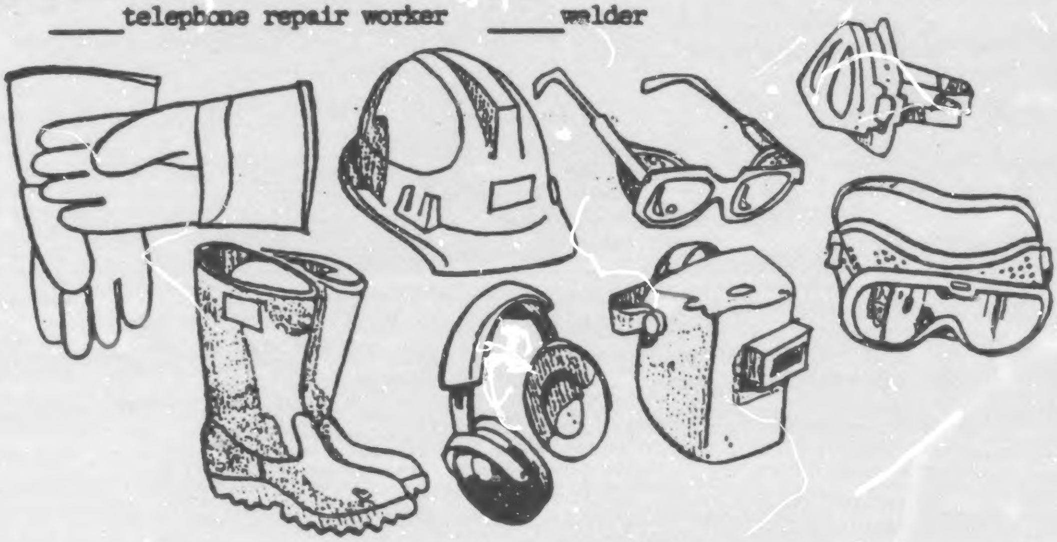
1) If you become ill at work do not tell anyone. YES NO
2) Try to keep working if you are ill. YES NO
3) You may have an accident when you are ill. YES NO
4) Get first aid when you are ill or hurt. YES NO
5) If something is in your eye, rub it quickly. YES NO
6) Hold a cut under cold water to stop bleeding. YES NO
7) If you burn your hand, get help at First Aid. YES NO
8) If you are seriously hurt, lie down. YES NO

DIVERSIFIED OCCUPATIONS 1

WEARING SAFETY CLOTHING

Safety clothes like those you see here will protect workers. Workers must wear safety clothing for many jobs. Place a check mark (✓) by the kinds of work which usually require safety clothing.

____airplane mechanic
____carpenter
____insurance salesperson
____musician
____restaurant waiter
____telephone repair worker
____bookkeeper
____farm worker
____miner
____office manager
____teacher
____welder



USING ELECTRICAL MACHINES SAFELY

Working with electrical machines can be very dangerous. Suppose you are using an electrical machine. What safety rules would you observe? Put a check mark (✓) in the obx before each thing you would do for safety.

____wear goggles
____check the cords
____wear loose gloves
____keep finger from saws
____take guards off grinders
____have wet hands
____wear safety shoes
____use 3-prong plugs
____stand in a damp place

WHAT IS OSHA?

The Occupational Safety and Health Administration Act is a federal safety law. It is called OSHA. If you agree with these statements about OSHA, write YES in the spaces at the right. If you do not agree, write NO.

1) Employers must make work places safe. ____
2) Employers train workers in safety. ____
3) Workers who do not follow safety rules often lose their jobs. ____
4) Employers must provide first aid. ____
5) Careless workers may be hurt. ____
6) Employers must keep workers thinking of safety. ____
7) Employers must keep records of accidents. ____
8) OSHA wants everyone to be safe. ____

USING FLAMMABLE MATERIALS SAFELY

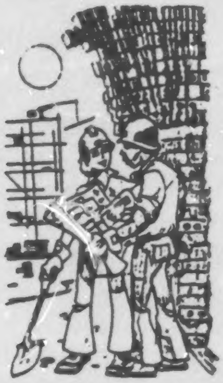
Complete a safety fact by circling the best ending for each sentance. Then read the complete sentence to check the safety fact.

1) Gasoline and paint —
   can be used anyplace. have dangerous vapor.
2) Flammable materials —
   are water and sand. catch fire very easily.
3) Moving a flammable material —
   is most dangerous. is easily done.
4) Vapor from a flammable material —
   can explode. cannot explode.
5) Taking flammable liquid from large tanks to small cans —
   must be done carefully. must be done quickly.

DIVERSIFIED OCCUPATIONS I

WORKING WITH MATERIALS

Workers who handle materials must think about safety. If they do not, injury can result. Study the pictures and complete the sentences below.



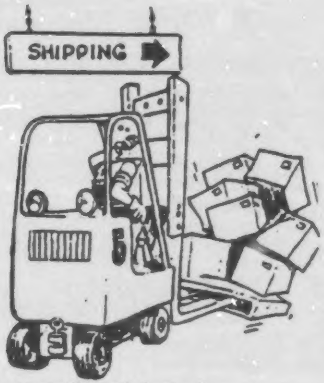
1) The unsafe thing is_____

____

____

To make it safer,________

____



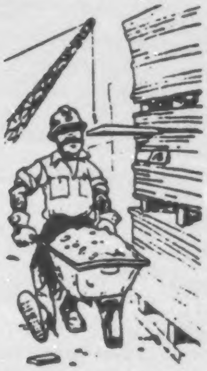
2) The unsafe thing is_____

____

____

To make it safer,________

____



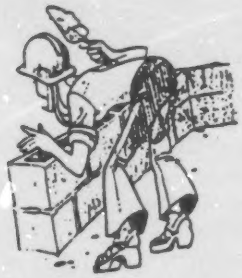
3) The unsafe thing is_____

____

____

To make it safer,______

____



4) The unsafe thing is_____

____

____

To make it safer,_______

____

DIVERSIFIED OCCUPATIONS I

DO YOU USE A LADDER SAFELY?

These six groups of words give the answers to questions about safety with ladders.

1—Toward the ladder
2—Open all the way
3—On a level place
4—Fasten tightly
5—Three feet
6—Three rungs from the top

Each question below may be answered by one of the items above. In the box after each question write the number of the item which answers that question.

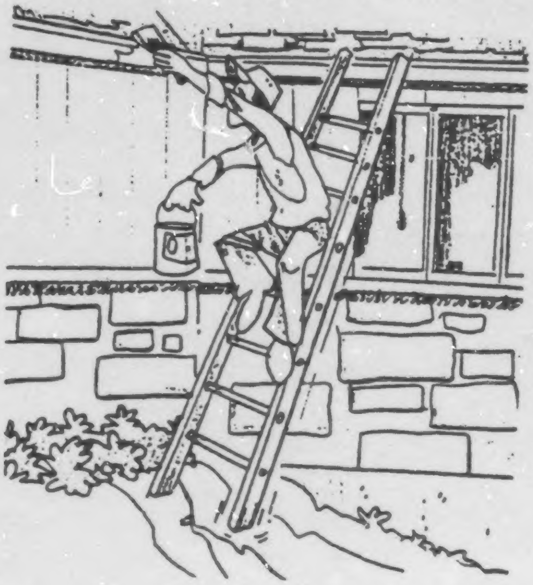
1) Where must a ladder stand? _____
2) What should you do to the extension ladder locks? _____
3) How should a step ladder be opened before using it? _____
4) How high above the edge of a roof must a ladder reach? _____
5) Which direction do you face while going up or down a ladder? _____
6) How high on the ladder should you climb? _____

The worker in the picture is breaking three rules for using a ladder safely. Study the picture carefully. Write the three unsafe ways that the ladder is being used.

1) ______________________________
____
____

2) ______________________________
____
____

3) ______________________________
____
____



DIVERSIFIED OCCUPATIONS I

SAFETY ON THE JOB

Laws require employers to provide a safe place for employees to work, and employees must take some precautions on the job to protect themselves and others from accidents. Answer the following questions about safety on the job.

1) At work, you use a special machine that grinds metal. You are supposed to wear special glasses to protect your eyes while using the machine. When you arrive at work one day, you cannot find your special glasses. What should you do?

2) One day at work, you notice that boxes of explosive chemicals have been stacked next to a hot furnace. You tell your boss that they might explode and hurt someone, but he tells you not to worry about it. What should you do next?

3) At work, you use a machine that cuts wood. You are told by your boss to keep your hands far from the blade that cuts the wood. However, you find that the machine will not cut in a straight line unless you hold the wood at a point close to the blade. What should you do?

4) At work, you operate equipment that gets very hot. The gloves you are supposed to wear while operating the equipment have worn out. You tell your boss that you need new gloves, but he says that he does not have any more in your size. Your hand is burned through a hole in the gloves later the same day. Who is responsible for the accident? Give your reason.

5) You drive a small truck in a factory. Your boss is giving a tour of the factory to a group of small children. One of the children runs in front of your truck while you are driving it. The child is hit and injured. Who is responsible for the accident? Give your reason.

6) You are carrying a bucket of water at work and spill some on the floor. While you are getting a mop to wipe it up, another worker slips on the water and falls. Who is responsible for the accident? Give your reason.

DIVERSIFIED OCCUPATIONS I

UNIT #8

TEST

Read each statement. If true, circle T. If false, circle F.

T F 1) You will be taught safety rules for your job.
T F 2) You should know how to use a fire extinguisher.
T F 3) Do not tell your boss if you feel itt.
T F 4) It is good if an injured person seems to be asleep.
T F 5) There is a federal law to prevent accidents.
T F 6) It is all right to use electrical machines in damp places.
T F 7) Few workers need to learn to use a ladder safely.
T F 8) Smoking is dangerous near gasoline.
T F 9) Gasoline vapor can explode.
T F 10) Do not wear gloves when handling lumber.
T F 11) Workers need to think about their own safety and good health.
T F 12) At work, eat lunch in a clean place..
T F 13) You should never try to give first aid to anyone.
T F 14) Wearing your own clothing at work is always the safest thing to do.
T F 15) Most work places have no dangerous areas.
T F 16) Extension cords can be dangerous.
T F 17) Use a metal ladder near electrical wires.
T F 18) Welding should be done far away from gasoline.
T F 19) Flammable materials require special care.
T F 20) Accidents do not cost you any money.

Check the following that are rules to follow when lifting.

_____decide whether you are able to lift the object
_____stand 2 feet away from the object
_____bend over at the waist when you lift
_____use your leg and back muscles when you lift
_____lower a load by bending your knees
_____use a chair to reach high objects
_____don't check to see if you can see over any load you carry.
_____two workers carrying a load must work on their own

DIVERSIFIED OCCUPATIONS I

What should you do if you become ill at work?

Should you keep working if you are ill? What will happen if you do?

What should you do if you get something in your eye?

What should you do to stop a cut from bleeding?

What do you do for someone in shock?

What do the letters OSHA stand for?

Which of the following workers need to wear safety clothing?

_____MECHANIC
_____WELDER
_____SALESPERSON
_____TEACHER
_____MINER
_____LAWYER

OSHA is a federal law to help prevent accidents. TRUE or FALSE

OSHA wants employers only to be responsible for health and safety. TRUE or FALSE

Workers should be trained before they start work. TRUE or FALSE

Record of accidents can be thrown out after 7 months. TRUE or FALSE

Where must ladders stand?

What should you do to the extension ladder locks?

How should a step ladder be opened before using it?

How high above the edge of a roof must a ladder reach?

Which direction do you face while going up or down a ladder?

How high on the ladder should you climb?

DIVERSIFIED OCCUPATIONS I

Gasoline and paint thinner can be used any place. TRUE or FALSE

Flammable materials catch fire very easily. TRUE or FALSE

Moving a flammable material is easily done. TRUE or FALSE

Vapor from a flammable material can explode. TRUE or FALSE

Taking flammable liquid from large tanks to small ones must be done quickly. TRUE or FALSE

List the three main ways to avoid accidents:

a)

b)

c)

Some safety rules are for all jobs. TRUE or FALSE

Do eat where germs and poisons can reach your food. TRUE or FALSE

Workers cannot be fired if they do not follow safety rules. TRUE or FALSE

Do not attach more than one tool on a cord. TRUE or FALSE

When someone is hurt, the first thing you should do is?

How do you unplug a cord?

What do you look for on an extension cord before plugging it in?

Why must you keep a metal ladder away from electrical wires?

How can you protect yourself and others from fire?

What would you do if there were a fire in this building?

Where is the EXIT from this classroom?

Where would you go to during a fire drill during this class?

Why must workers wear goggles on many jobs?

Where would you wear a hard hat?

Why must building materials be stacked very carefully?

DIVERSIFIED OCCUPATIONS I

UNIT 9

Skill Building

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME Skill Building
2. LESSON NAME Making Change
3. LESSON TIME 2 days
4. TEACHER SET-UP Copies: pretest, vocabulary, Making Change, Counting Change, flash cards
5. MATERIALS NEEDED Play money(see special notes), Cash Register
6. PERFORMANCE OBJECTIVES

A) TSWBAT make change correctly.

B)

C)

7. EVALUATION
8. SPECIAL NOTES The Counting Change - Flash Cards can also be used by using play money and having the student figure the change and count it back to another student

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
1) Pretest	1) HANDOUT, complete and turn in
2) Vocabulary	2) HANDOUT, give definitions
3) Making Change	3) HANDOUT, read and discuss.
4) Counting Change	4) HANDOUT, complete. May want to use play money and have them count the change to their partner for practice.
5) Counting Change-Flash Cards	5) HANDOUT, complete using flash cards. Hold up a card and have them figure the answer. May want to do this in a competition form.

DIVERSIFIED OCCUPATIONS I

UNIT #9

PRETEST

1) If you owed your friend $7, and you gave him a $10 bill, how much should you get back?

2) Your bill for dinner comes to $13.57. You give the waiter $20. What should your change be?

3) You have a $5 bill, three $1 bills, a quarter, 2 dimes and 3 pennies. You bought a bunch of junk food at 7-11 and you owe $6.37. What bills and coins do you give the cashier?

4) Have you ever used a cash register? If yes, when and where?

5) List two qualities of a good cashier:
a.
b.

DIVERSIFIED OCCUPATIONS I

UNIT #9

VOCABULARY

1) TENDER
2) CASHIER/CHECKER
3) CURRENCY
4) REGISTER
5) TRANSACTION
6) KEYBOARD
7) RECEIPT
8) FOREIGN CURRENCY
9) CONVERSION
10) VOID
11) REFUND
12) VALIDATE

DIVERSIFIED OCCUPATIONS I

MAKING CHANGE

*Place payment on change plate

*Begin with the amount of the sale and end with the amount the customer gave you

*If the sale is seven dollars and ninety-five cents ($7.95) and the customer gives you twenty dollars ($20.00), think:

$7.95 plus 5 cents =
$8.00 plus $1.00 =
$9.00 plus $1.00 =
$10.00 plus $10.00 =
$20.00

*Count aloud to the customer as you place the change in the customer's hand

*Wait for customer to acknowledge that change is right

*Place money in drawer and shut drawer

DIVERSIFIED OCCUPATIONS I

COUNTING CHANGE

Use the fewest number of coins and bills and record the correct amount of change for each sale listed:

Example:

Sales No.	Amount of sale	Amount Rec'd	COINS					BILLS		
			1¢	5¢	10¢	25¢	50¢	$1	$5	$10
A	$ 1.98	$ 5.00	2					3		

Sales No.	Amount of sale	Amount Rec'd	COINS					BILLS		
			1¢	5¢	10¢	25¢	50¢	$1	$5	$10
1	$ 2.33	$ 3.00								
2	$ 7.88	$20.00								
3	$ 3.07	$10.00								
4	$ 3.00	$ 5.00								
5	$ 7.14	$20.00								
6	$ 8.12	$10.00								
7	$ .78	$10.00								
8	$12.40	$15.00								
9	$ 9.15	$20.15								
10	$ 4.31	$ 5.50								

DIVERSIFIED OCCUPATIONS I

COUNTING CHANGE - FLASH CARDS

The instructor will hold up a flash card giving the Amount of Sale and the Amount Received. You are to use the following chart to figure out the Amount of Change to be given. Record the Amount of Sale and Amount Received for each card on the chart before you begin to figure the change.

	Amount of sale	Amount Rec'd	COINS					BILLS		
			1¢	5¢	10¢	25¢	50¢	$1	$5	$10
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

DIVERSIFIED OCCUPATIONS I

AMOUNT OF SALE: $1.35 AMOUNT RECEIVED: $5.00	AMOUNT OF SALE: $4.31 AMOUNT RECEIVED: $5.00
AMOUNT OF SALE: $6.79 AMOUNT RECEIVED: $7.00	AMOUNT OF SALE: $5.13 AMOUNT RECEIVED: $10.00
AMOUNT OF SALE: $0.56 AMOUNT RECEIVED: $3.00	AMOUNT OF SALE: $5.66 AMOUNT RECEIVED: $6.00
AMOUNT OF SALE: $5.26 AMOUNT RECEIVED: $6.01	AMOUNT OF SALE: $8.53 AMOUNT RECEIVED: $10.03
AMOUNT OF SALE: $1.25 AMOUNT RECEIVED: $1.25	AMOUNT OF SALE: $3.56 AMOUNT RECEIVED: $7.56

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME Skill Building

2. LESSON NAME Cash Register Training

3. LESSON TIME 7 days

4. TEACHER SET-UP copies: Qualities of a good checker, Cash Register packet, test

5. MATERIALS NEEDED Sweda Gash Register

6. PERFORMANCE OBJECTIVES

   A) TSWBAT operate a Sweda cash register.

   B) TSWBAT demonstrate the qualities of a good checker.

   C)

7. EVALUATION

8. SPECIAL NOTES

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
1) Qualities of a Good Checker	1) HANDOUT, read and discuss
2) Cash Register Procedures	2) HANDOUT, read, discuss and demonstrate Complete "What Department Would These Go To?" and "Sample Receipts" Practice filling out Charge Forms
3) Test	3) HANDOUT, complete written parts as they demonstrate and compute on the cash register. Turn in completed test and cash register tapes. Will need to set up a schedule for testing--and practicing if desired or needed.

QUALITIES OF A GOOD CHECKER

Being a good checker means more than operating a cash resigster. The checker is always in the spotlight and many employees in the store will follow the patterns he/she sets. Here are ten qualities that all good checkers possess:

1) Courtesy - to your customers and your fellow employees.
2) Cheerfulness - at all times in the presence of the customer.
3) Cleanliness - and tidiness in your personal appearance.
4) Friendliness - but business-like during your working hours.
5) Enthusiasm - to do your job well.
6) Loyalty - to your company and to your fellow employees.
7) Helpfulness - to your customers and fellow employees.
8) Alertness - and attentiveness to the needs of your customers and your employer.
9) Honesty - with your employer, your customers and yourself.
10) Dependability - and punctuality in your job assignmnets.

If you like other people
If you want to do a good job
If you will do your best to be courteous, cheerful, clean, friendly, enthusiastic, loyal, helpful, alert, hones and dependable
Then you will be a happy and successful checker and a real asset to your store!

CASH REGISTER PROCEDURES

SIGN-ON AND SIGN-OFF PROCEDURES

A cashier can be assigned a one to four digit code number. Your manager will tell you your cashier code number.

To sign-on:

a. X1 Mode key lock position
b. Turn clockwise and depress cashier key (A)
c. Enter the one to four digit cashier code (1)
d. Depress cashier key (A)
e. Sign-on receipt is issued, accompanied by sign-on print on journal tape. Also, the drawer opens. Continuous transactions are permitted until sign-off.

To sign-off:

a. X1 Mode key lock position
b. Depress cashier key (A)
c. Enter "O" (0)
d. Depress cashier key (A)
e. Sign-off receipt is issued, accompanied by sign-off print on journal tape. Also, the drawer opens.

CASH DRAWER

To keep coins and bills neatly organized, your cash register has a five bill compartment, a five coin compartment, and an additional tray to accommodate additional coins.

JOURNAL TAPES

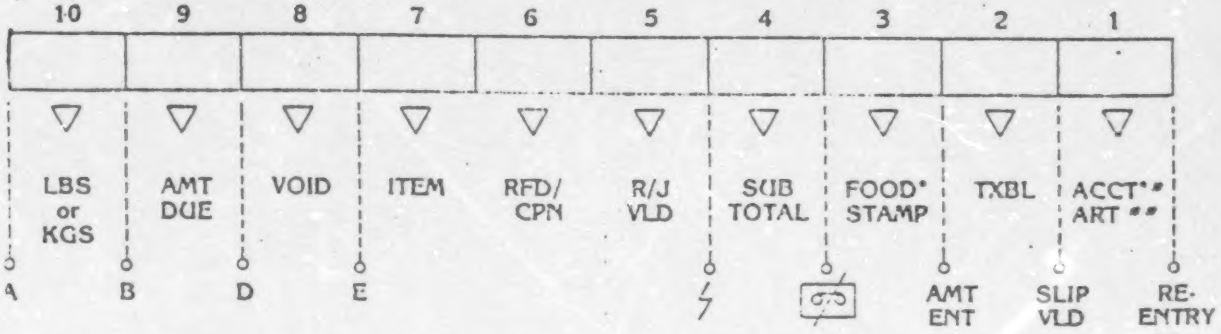
A lift-up window over the journal station makes it easy for you to write or note a signature on the journal tape. Two keys on your keyboard—Receipt Feed (RCPT FEED), and Journal Feed (JRNL FEED)—let you advance either tape to check an entry or to write a note on it.

DIVERSIFIED OCCUPATIONS I

DISPLAYS AND CAPTIONS

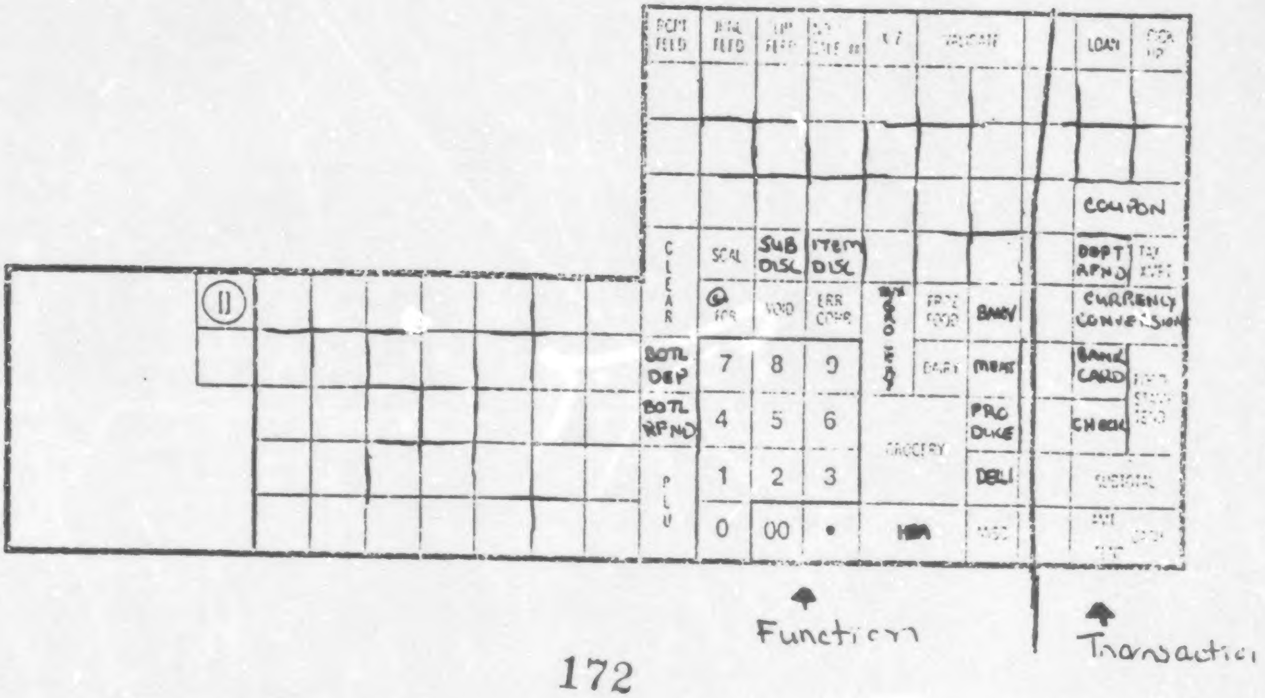
The front display of the L-50 shows exactly what is being entered into the register and can alert you to any errors. It is a ten-digit numeric display with indicators to guide you through a transaction. Your register may have an optional customer display. This display indicates only completed item entries and transactions.

Cashier Display:


10
9
8
7
6
5
4
3
2
1
LBS or KGS
AMT DUE
VOID
ITEM
RFD/ CPN
R/J VLD
SUB TOTAL
FOOD* STAMP
TXBL
ACCT** ART**
A
B
D
E
AMT ENT
SLIP VLD
RE-ENTRY

Sweda 5625 Keyboard:

This is a picture of the keyboard. Notice how the transaction keys are separated from the function keys. Study the keyboard!!


RCPT FEED
JRNL FEED
LOAN
COUPON
CLEAR
SCAL
SUB DISC
ITEM DISC
DEPT RFND
CURRENCY CONVERSION
VOID
ERR CORR
BABY
BOTL DEP
7
8
9
DAIRY
MEAT
BANK CARD
BOTL RFND
4
5
6
PRO DUCE
CHECK
GROCERY
PLU
1
2
3
DELI
SUBTOTAL
0
00
•
HBA
MISC
Function
Transaction

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DIVERSIFIED OCCUPATIONS I

DEPARTMENT KEYS

The Sweda 5625 we are using has 10 department keys:

1) Tax Grocery - this is for all grocery items that are taxable. Such as pop.
2) Froz Food - this is for all frozen food items. Such as frozen vegetables, ice cream, etc.
3) Dairy - this is for all dairy items. Such as milk, cheese, etc.
4) Baky - this is for all bakery items. Such as donuts, cakes, bread, etc.
5) Meat - this is for all meat items.
6) Produce - this is for all produce items. Such as lettuce, apples, etc.
7) Deli - this is for all Deli items. Such as made pizza's, sandwichs, etc.
8) Misc - this is for non-food items. Such as cigarettes, magazines, etc.
9) Grocery - this is for food items that aren't in the above categories.
10) HBA - this is for Health & Beauty Aids. Such as shampoo, soap, etc.

What Department Would These Go To?

Cigarettes__________________

Coke__________________

Deodorant__________________

Canned Peas__________________

Frozen Peas__________________

Donuts__________________

Bagels & Cream Cheese Sandwich______________

Milk__________________

TV Guide__________________

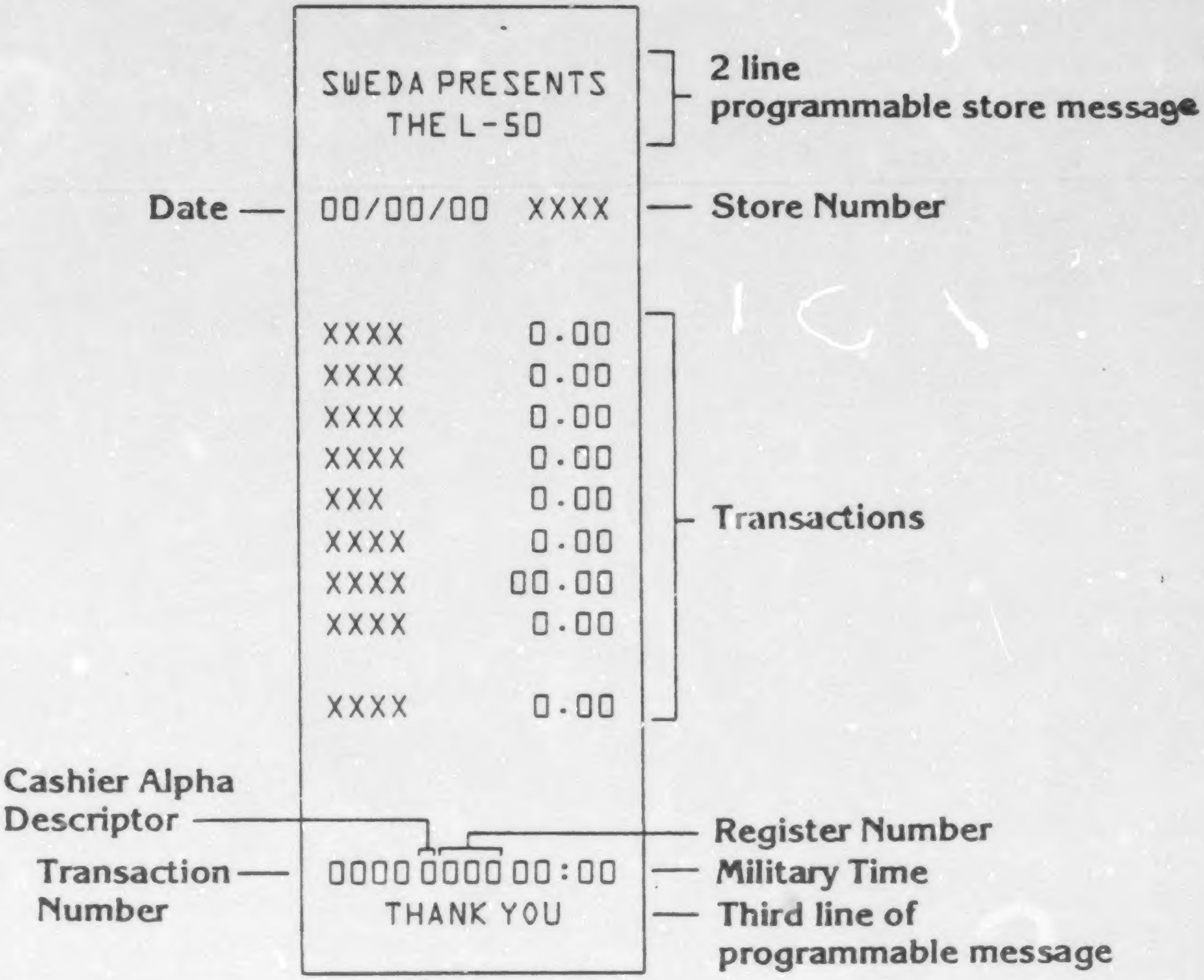
Gum__________________

Nail Polish__________________

Cheerios__________________

Spaghetti Mix__________________

RECEIPT DESCRIPTION



```
SWEDA PRESENTS
  THE L-50

00/00/00   XXXX

XXXX        0.00
XXXX        0.00
XXXX        0.00
XXXX        0.00
XXX         0.00
XXXX        0.00
XXXX       00.00
XXXX        0.00

XXXX        0.00

0000 0000 00:00
   THANK YOU
```

2 line
programmable store message
Date
Store Number
Transactions
Cashier Alpha
Descriptor
Register Number
Transaction
Number
Military Time
Third line of
programmable message

DIVERSIFIED OCCUPATIONS I

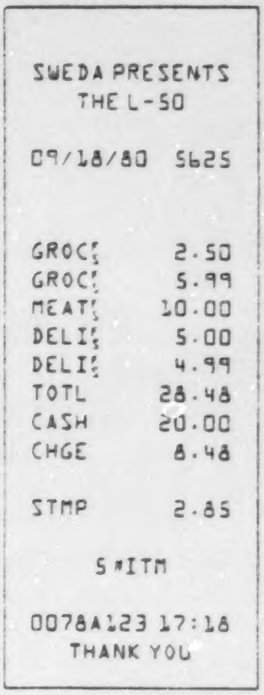
SAMPLE RECEIPTS

Find the information from the sample receipts.

1) What is the register number on receipt A?__________________
2) What is the time (military time) on receipt B?______________
3) What is the store on receipt C?___________________________
4) What is the 2 line programmable store message on receipt D?

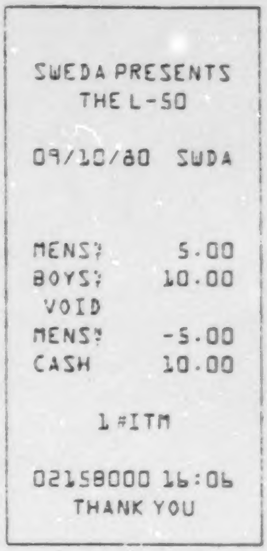
____

A



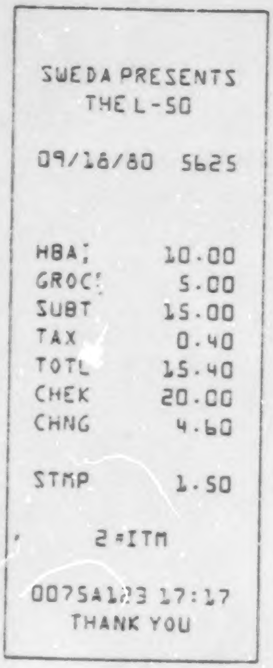
```
SWEDA PRESENTS
  THE L-50

09/18/80   5625


GROC:       2.50
GROC:       5.99
MEAT:      10.00
DELI:       5.00
DELI:       4.99
TOTL       28.48
CASH       20.00
CHGE        8.48

STMP        2.85

    5 #ITM

0078A123 17:18
  THANK YOU
```

B



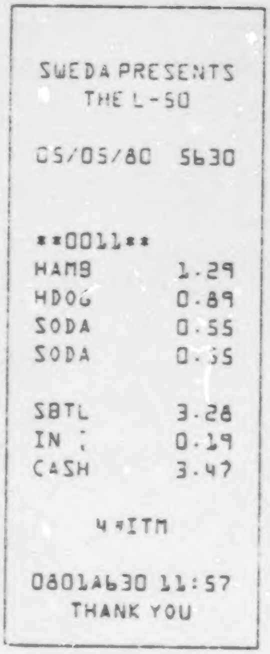
```
SWEDA PRESENTS
  THE L-50

09/10/80   SWDA


MENS?       5.00
BOYS?      10.00
 VOID
MENS?      -5.00
CASH       10.00

    1 #ITM

02158000 16:06
  THANK YOU
```

C



```
SWEDA PRESENTS
  THE L-50

09/18/80   5625


HBA;       10.00
GROC:       5.00
SUBT       15.00
TAX         0.40
TOTL       15.40
CHEK       20.00
CHNG        4.60

STMP        1.50

    2 #ITM

0075A123 17:17
  THANK YOU
```

D



```
SWEDA PRESENTS
  THE L-50

05/05/80   5630


**0011**
HAMB        1.29
HDOG        0.89
SODA        0.55
SODA        0.55

SBTL        3.28
IN ;        0.19
CASH        3.47

    4 #ITM

0801A630 11:57
  THANK YOU
```

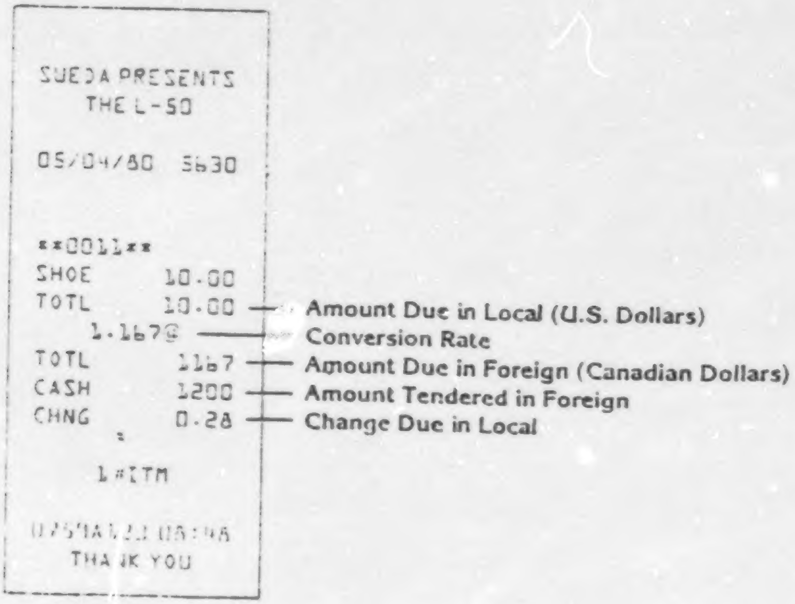
FOREIGN CURRENCY CONVERSION

Sometimes you will be given currency from a foreign country. If your register is programmed to accept foreign currency as payment, this is a simple function on your L-50. There are five different foreign currency rates that can be stored in your L-50.

Follow this sequence to convert foreign currency to local currency:

1) Enter items and their amounts through the amount and department keys.
2) Press SUBTOTAL (the total amount in local currency displays).
3) Enter the single digit code number (Canadian rates are coded "1") corresponding to the customer's type of currency.
4) Press FOREIGN CURRENCY.
5) Press SUBTOTAL again (the amount due in foreign currency displays).
6) Enter the amount of foreign currency to be tendered.
7) Depress FOREIGN CURRENCY.
8) Press the appropriate tender key to finalize.

Sample Foreign Currency Conversion Receipt:



```
SUEDA PRESENTS
   THE L-50

05/04/80  5630


**0011**
SHOE       10.00
TOTL       10.00
    1.167@
TOTL        1167
CASH        1200
CHNG        0.28

    1#ITM

[illegible] 05:46
  THANK YOU
```

Amount Due in Local (U.S. Dollars)
Conversion Rate
Amount Due in Foreign (Canadian Dollars)
Amount Tendered in Foreign
Change Due in Local

DIVERSIFIED OCCUPATIONS I

VOID (PREVIOUS ITEM)

The Void key is used to cancel an item you entered previously. Departments, PLU/subdepartments, refunds, general refunds, coupons, manual plus, manual tax, item discounts and item % plus entries can all be voided. It cannot be used outside a transaction. To void a previously entered item:

1) Press VOID.
2) Enter the amount you wish voided.
3) (if applicable) Press TAX XCPT.
4) Press the department the item was entered into.
5) Continue or finalize transaction.

When performing an item discount void both the item and the discount amount are voided. A void of a positive item causes a minus sign to print and display anda VOID LED lights up. This function may be under Y1 Key Control, check with your store manager.

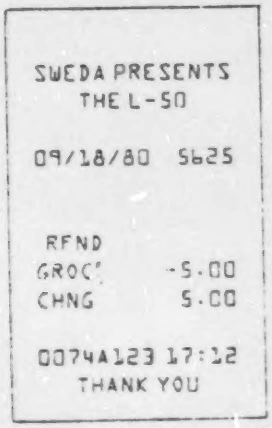
REFUND

At times you may have to refund custoemr merchandise. To make a refund you would:

1) Press REFUND.
2) Enter amount to be refunded.
3) Press the appropriate department key.
4) Continue or finalize transaction.

A minus sign appears in the display and a "RFD" LED lights up. The refund key automatically calculates the tax and tax status of the refunded item. When the Refund key causes a negative balance sale (a sale where change is due the customer) only the CASH, CHARGE and MISC (no change allowed) keys can terminate the sale. This function may be under X1 key authorization.

Sample Refund Receipt:



SWEDA PRESENTS
THE L-50

09/18/80 5625

RFND
GROC -5.00
CHNG 5.00

0074A123 17:12
THANK YOU

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DIVERSIFIED OCCUPATIONS I

FOOD STAMP KEY

Your L-50 may be programmed to accept food stamps as payment through the Food Stamp key. If it is programmed as such, this key will automatically calculate the food stamp eligibility amount of a sale and accept partial or full payment in food stamps.

Before you can accept food stamp tender, you must press the Food Stamp key. At this time, your register will automatically determine the purchases and amounts eligible for food stamp tendering.

If a customer is paying for a portion of purchases in food stamp tender, the food stamp tender must preceed all other types of tneder. However, additional food stamp tenders can be made following the first tender and it is not necessary to display the food stamp eligible itemizer each time.

The key sequence for entering a food stamp tender is:

1) Enter all your item amounts through the amount keys.
2) Press FOOD STAMP TEND.
3) Enter the amount of food stamps being tendered.
4) Press FOOD STAMP TEND.
5) Continue with finalizing the sale if it has not already been done.

Sample Food Stamp Receipt:

For example, in the receipt below, the food stamp eligible subtotal for the transaction was $6.25 and $10.00 in food stamps was tendered. $3.00 will appear in the display representing the food stamp change due, and $.75 will appear representing the cash change due.

```
                                         SWEDA PRESENTS
                                            THE L-50

                                         09/18/80   5625


                                         GROC       2.00
                                         GROC       4.25
                                         SUBT       6.25
 Amount customer gave in Food Stamps —   FDSP      10.00
    Amount due after food stamp tender — BAL        0.00
Food stamp change issued as cash change — CSCR      0.75
                Total cash change due —  CHNG       0.75
                 Food Stamp scrip due —  FSTL       6.25
                                         FSCH       3.00

                                         STMP       0.63

                                              2 ITM

                                         0080A123 17:20
                                            THANK YOU
```

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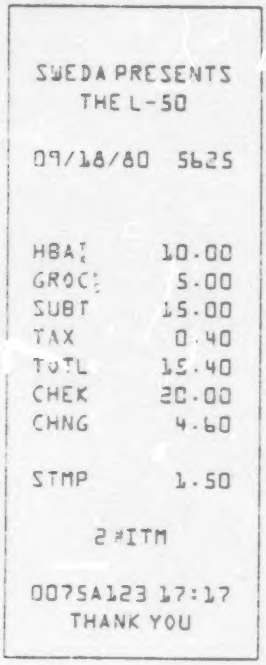
CHECK KEY

You'll use this key when a customer wishes to pay for purchases with a personal check. You will also use this key when cashing personal checks. You use basically the same principles for check tendering that you do for cash tendering. When you finalize a sale using the Check Tender key, your L-50 will automatically calculate the change due and prints the total sale, check and change due on the customer's receipt. Your check key may also require validation on the slip printer or R/J printer.

Sample Check Key Receipt:



```
SWEDA PRESENTS
   THE L-50

09/18/80  5625


HBA:      10.00
GROC:      5.00
SUBT      15.00
TAX        0.40
TOTL      15.40
CHEK      20.00
CHNG       4.60

STMP       1.50

    2 #ITM

0075A123 17:17
   THANK YOU
```

—Check Key

VALIDATION

Usually the checker will need to validate or "OK" your check. This is done on the L-50 by following these steps:

1. Subtotal all purchases.
2. Enter the amount of the check.
3. Press CHEK key.
4. Insert check for slip validation.

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5. Press VALIDATE key.
6. Remove check.

   DRAWER OPENS

Sample Validation:

```
0840A630 01/14/80CASH      4.65
```

IDENTIFYING ACCEPTABLE CHECKS

Examine Check:

- *Ink
- *Date
- *Pay to Order
- *Amount
- *Signature
- *Changes

Get Information:

- *Phone number
- *Address

Get Identification:

- *Driver's license
- *Photo Identification Card
- *Credit Card

Follow Store Policy:

- *Check Cashing Procedures
- *Authorized Approval

DIVERSIFIED OCCUPATIONS I

WRITING UP CHARGE PURCHASES

*Run Charge Form through imprinter

*Check "take" or "send"

*Fill in "sold by" box

*Fill in "quantity"

*Fill in "description"

*Fill in "price"

*Fill in "amount"

*Calculate "sub total"

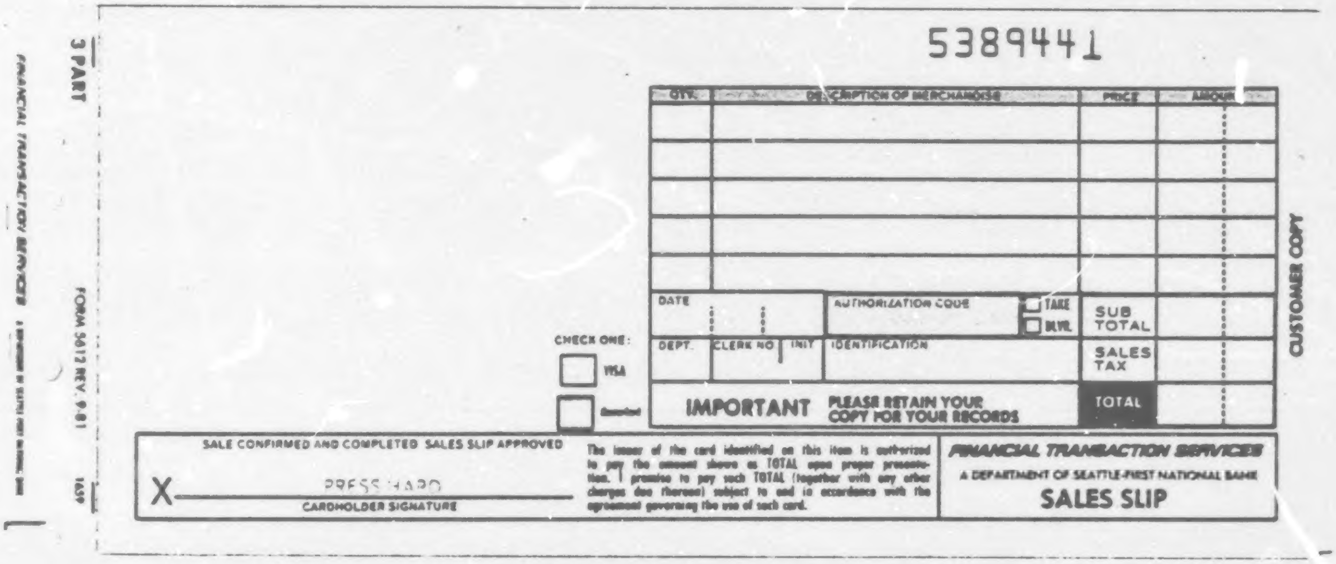
*Determine amount of "tax"

*Add tax to sub total to determine total amount of sale

*Have customer sign form

*Return card and give top copy of form to customer

Sample Charge Form:



FINANCIAL TRANSACTION SERVICES

3 PART

FORM 5612 REV. 9-81

1659

5389441

QTY.	DESCRIPTION OF MERCHANDISE	PRICE	AMOUNT

DATE

AUTHORIZATION CODE

☐ TAKE

☐ DLVR.

SUB TOTAL

CHECK ONE:

☐ VISA

☐

DEPT.

CLERK NO.

INIT.

IDENTIFICATION

SALES TAX

IMPORTANT PLEASE RETAIN YOUR COPY FOR YOUR RECORDS

TOTAL

CUSTOMER COPY

SALE CONFIRMED AND COMPLETED SALES SLIP APPROVED

X________ PRESS HARD

CARDHOLDER SIGNATURE

The issuer of the card identified on this item is authorized to pay the amount shown as TOTAL upon proper presentation. I promise to pay such TOTAL (together with any other charges due thereon) subject to and in accordance with the agreement governing the use of such card.

FINANCIAL TRANSACTION SERVICES

A DEPARTMENT OF SEATTLE-FIRST NATIONAL BANK

SALES SLIP

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DIVERSIFIED OCCUPATIONS I

UNIT #9

TEST

Using the Sweda Cash Register, complete the following transactions. Attach all receipts to this page and turn in to instructor.

1)

59¢	can of beans
$1.09	box of crackers
63¢	cereal
$1.69	ice cream
$4.83	pork roast
$.99	diet pepsi

Paid in cash with $20.00.

What is the change due to the customer?______________

2)

$6.50	rice
$8.99	Shampoo & Conditioner
$7.00	cigarettes
$.98	potatoe chips
$1.09	toothpaste

Paid with $100 in Canadian Currency.

What is the change due to the customer?______________

3)

$.69	hot dogs
$.47	candy
$1.98	deodorant
6 for 99¢	3 donuts

Paid with $5.00 food stamps, and $5.00 cash.

What is the food stamp change due?__________________

What is the cash change due?__________________________

4)

$1.50	magazine
$2.07	milk
$4.63	pork roast (REFUND)
$3.63	Tide detergent

Paid will a check for $10.00

What is the change due to the customer?______________

VALIDATE CHECK ON BOTTOM OF THIS PAGE.

5) Enter the following 3 items:

1 dozen eggs at $.75 a dozen
3 loaves of bread at $1.99 each
6 jars of Miracle Whip on sale at $1.13 each

You realise that you made a mistake; the bread should have been 3 loaves for $1.99.

Using the VOID, correct your mistake.

Add the following items to the subtotal:

Bath soap	$2.07
Meat	$2.11
Meat	$2.08
Meat	$2.53
Colgate	$1.69
Aqua Fresh	$1.59
Bread	2 for $1.10
2 lbs. Carrots	$.89 per lb.

You find that you made three mistakes:

a) the customer decided not to get the Colgate.
b) bath soap cost $.69 each or 3 for $2.07. The customer has two.
c) there are 2 meats at $2.11 (making a total of 4 meats).

Void the items you need to.

The customer gives you $30.00.

What is his change?______________________________

6) Use a Charge Form to complete this transaction. Ring the following sale on the cash register first. Attach the charge draft as well as the receipt to this test.

Tape	$9.95
T-shirt	$7.00
Jeans	$34.00

DIVERSIFIED OCCUPATIONS I

UNIT 10

Career Exploration

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME Career Exploration
2. LESSON NAME Career Reports
3. LESSON TIME 5 days
4. TEACHER SET-UP Copies: Interest Check List, Report Forms, Pre-test, Post-test, Self-search Packet, Job Info. Packet
5. MATERIALS NEEDED
6. PERFORMANCE OBJECTIVES

A) TSWBAT select careers best suited for het/him by completeing the Interest Check List and Self-search Packet.

B) TSWBAT write a report on two careers based on information found in the career center and job files.

C)

7. EVALUATION
8. SPECIAL NOTES Use the Career Center for information source for the reports. Also use Career Files in classroom.

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
1) Pretest	1) HANDOUT, complete and turn in
2) Interest Check List	2) HANDOUT, give instructions and have them complete. May wish to do as a class in order to explain some of the choices. Have them pick the two activities they like most--these will be the two careers they will be researching later in this unit
3) Healthy Egos	3) HANDOUT, explain that these will be read only by me. So think about your answers and be honest and truthful!
4) Good Side, Bad Side	4) HANDOUT, same as 3
5) Strengths and Weaknesses	5) HANDOUT, same as 3
6) Special Aptitudes	6) HANDOUT, same as 3
7) Attitudes	7) HANDOUT, same as 3
8) My Temperment	8) HANDOUT, same as 3
9) Your Ideal Life	9) HANDOUT, same as 3
10) I like to Work	10) HANDOUT, same as 3
11) Career Profile	11) HANDOUT, same as 3
12) Career Plan	12) HANDOUT, same as 3
13) Goal Focus Chart	13) HANDOUT, same as 3. Extra explanation may be needed to fingure year and age columns.
14) Career Report	14) HANDOUT, go over what should be included in each question. If possible, use the career center as a resource. Have them complete one of these reports for the two careers they selected in the Interest Check List--use the number codes next to the items checked off.
15) Test	15) HANDOUT, complete and turn in.

DIVERSIFIED OCCUPATIONS I

UNIT #10

PRETEST

Read each statement. If true, circle T. If false, circle F.

T F 1. It is hard to choose a full-time job if you have had a part-time job.

T F 2. You need to plan for full-time work.

T F 3. You should not change jobs.

T F 4. Ther are stages of career development.

T F 5. Work is organized into clusters.

T F 6. There are two jobs in each cluster.

T F 7. You can learn about careers in school.

T F 8. You must quit school to take a work experience course.

T F 9. School counselors do not help students find jobs.

T F 10. You can learn to do any job in one week.

T F 11. Some job training is done out of school.

T F 12. Apprenticeship is a training program.

T F 13. Skilled workers may be members of a labor union.

T F 14. Journeymen are not skilled workers.

T F 15. You cannot learn about a career while you work on a job.

T F 16. Classes are taught at night for people who work in the daytime.

T F 17. The military services do not offer training.

T F 18. Most jobs do not have fringe benefits.

T F 19. A worker likes to be proud of his or her company.

T F 20. The library is the only place where you can find out about careers.

Interest Check List

U.S. Department of Labor
Employment and Training Administration
U.S. Employment Service
1979

Name ______________________________

Address or School ______________________________

____

______________________________ Date __________

It is important to all of us that we like our jobs; doing so will increase our chances of success.

This Interest Check List may help you decide what kinds of work you would like to do. It lists activities that are found in a broad range of industries and occupations in the United States today.

Read each of the statements carefully. If you think you would "like" to do this kind of activity, make a check ✓ under the "L"; if you "don't like" the activity, make a ✓ under the "D"; if you are not certain whether you would like the activity or not, make a ✓ under the "?". After you have checked each activity, go back and double check ✓✓ at least *five* activities that you think you would like most to do.

You may check an activity even if you do not have training or experience for it, if you think you would enjoy the work. Check the "?" *only* when you cannot decide whether you would like or dislike the activity, or when you do not know what the activity is.

There are no right or wrong answers. Check each activity according to how *you* feel about it. The more the counselor knows about your likes and dislikes, the more he or she will be able to help you in thinking about a career.

Now turn the page and begin.

Read each of the items below and indicate how you feel about the activity described by placing a check √ under

L (Like)	? (Uncertain)	D (Dislike)

		L	?	D
01 01	Write short stories or articles			
	Edit work of writers			
	Write reviews of books or plays			
01 02	Teach classes in oil painting			
	Carve figures of people or animals			
	Design artwork for magazines			
01 03	Direct plays			
	Perform magic tricks in a theater			
	Announce radio or television programs			
01 04	Conduct a symphony orchestra			
	Compose or arrange music			
	Play a musical instrument			
01 05	Create routines for professional dancers			
	Dance in a variety show			
	Teach modern dance			
01 06	Restore damaged works of art			
	Carve designs in wooden blocks for printing greeting cards			
	Design and paint signs			
01 07	Analyze handwriting and appraise personality			
	Introduce acts in a circus			
	Guess weight of people at a carnival			
01 08	Model clothing for customers			
	Pose for a fashion photographer			
	Be a stand-in for a television star			
02 01	Develop chemical processes to solve technical problems			
	Analyze data on weather conditions			
	Develop methods to control air or water pollution			
02 02	Study causes of animal diseases			
	Develop methods for growing better crops			
	Develop new techniques to process foods			
02 03	Examine teeth and treat dental problems			
	Diagnose and treat sick animals			
	Give medical treatment to people			
02 04	Prepare medicines according to prescription			
	Study blood samples using a microscope			
	Test ore samples for gold or silver content			
03 01	Manage a beef or dairy ranch			
	Operate a commercial fish farm			
	Manage the use and development of forest lands			

		L	?	D
03 02	Supervise farm workers			
	Supervise a logging crew			
	Supervise a park maintenance crew			
03 03	Train horses for racing			
	Feed and care for animals in a zoo			
	Bathe and groom dogs			
03 04	Pick vegetables on a farm			
	Catch fish as a member of a fishing crew			
	Trim branches and limbs from trees			
[illegible]01	Direct police activities			
	Issue tickets to speeding motorists			
	Enforce fish and game laws			
04 02	Guard inmates in a prison			
	Guard money in an armored car			
	Fight fires to protect life and property			
05 01	Plan and design roads and bridges			
	Design electrical equipment			
	Plan construction of a water treatment plant			
05 02	Direct operations of a power plant			
	Direct construction of buildings			
	Supervise operations of a coal mine			
05 03	Survey land to determine boundaries			
	Make drawings of equipment for technical manuals			
	Operate a radio transmitter			
	Design and draft master drawings of automobiles			
	Direct air traffic from an airport control tower			
	Conduct water pollution tests			
05 04	Pilot a commercial aircraft			
	Operate a ferry boat			
	Be captain of an oil tanker			
05 05	Build frame houses			
	Make and repair dentures			
	Prepare and cook food in a restaurant			
	Plan, install and repair electrical wiring			
	Repair and overhaul automobiles			
	Set up and operate printing equipment			
05 06	Operate generators at an electric plant			
	Operate boilers to heat a building			
	Operate water purification equipment			
05 07	Inspect fire-fighting equipment			
	Inspect aircraft for mechanical safety			
	Grade logs for size and quality			

Go on to the next page

		L	?	D
05.08	Drive a tractor-trailer truck			
	Operate a locomotive			
	Operate a motorboat to carry passengers			
05.09	Prepare items for shipment and keep records			
	Receive, store and issue merchandise			
	Record amount and kind of cargo on ships			
05.10	Develop film to produce negatives or prints			
	Repair small electrical appliances			
	Paint houses			
05.11	Operate a bulldozer to move earth			
	Operate a crane to move materials			
	Operate an oil drilling rig			
05.12	Recap automobile tires			
	Operate a duplicating or copying machine			
	Clean and maintain office buildings			
06.01	Set up and operate a lathe to cut and form metal			
	Drill tiny holes in industrial diamonds			
	Hand polish optical lenses			
06.02	Operate a drill press			
	Operate a power saw in a woodworking factory			
	Assemble refrigerators and stoves in a factory			
	Operate a power sewing machine to make clothing			
	Operate a dough-mixing machine for making bread			
	Assemble electronic components			
06.03	Inspect bottles for defects			
	Sort fruit according to size			
	Test electronic parts before shipment			
06.04	Operate a grinding machine in a factory			
	Work on a factory assembly line			
	Operate a machine that fills containers			
	Hand package materials and products			
	Assemble parts to make venetian blinds			
	Drive a fork-lift truck to move materials in a factory			
07.01	Take dictation, type and handle business details			
	Search records to verify land ownership			
	Maintain records on real estate sales			
07.02	Maintain charge account records			
	Keep time card records			
	Compute average weekly production from daily records			
07.03	Receive and pay out money in a bank			
	Sell tickets at places of entertainment			
	Operate a cash register in a grocery store			

		L	?	D
07.04	Answer questions at an information counter			
	Operate a telephone switchboard			
	Interview persons wanting to open checking accounts			
07.05	Check typewritten material for errors			
	Compile and maintain employee records			
	Deliver mail to homes and businesses			
07.06	Type letters and reports			
	Operate a computer typewriter to send or receive information			
	Operate a billing machine to prepare customer bills			
07.07	File office correspondence			
	Locate and replace library books on shelves			
	Handstamp return addresses on envelopes			
08.01	Sell telephone and other communication equipment			
	Sell newspaper advertising space			
	Select and buy fruits and vegetables for resale			
08.02	Sell automobiles			
	Demonstrate products at a trade exhibit			
	Sell articles at auction to highest bidder			
08.03	Sell merchandise from door to door			
	Sell candy and popcorn at sports events			
	Persuade night club customers to pose for pictures			
09.01	Supervise activities of children at vacation camp			
	Greet and seat customers in a restaurant			
	Serve meals and beverages to airline passengers			
09.02	Give haircuts			
	Style, dye and wave hair			
	Give scalp-conditioning treatments			
09.03	Drive a bus			
	Drive a taxi cab			
	Teach automobile driving skills			
09.04	Wait on tables in a restaurant			
	Park automobiles			
	Cash checks and give information to customers			
09.05	Check passenger baggage			
	Help hotel guests get taxi cabs			
	Operate a carnival ride			
10.01	Plan and carry out religious activities			
	Work with juveniles on probation			
	Help people with personal or emotional problems			

Go on to the next page

		L	?	D
10.02	Provide nursing care to hospital patients	___	___	___
	Plan and give physical therapy treatment to patients	___	___	___
	Teach the blind to read braille	___	___	___
10.03	Give hearing tests	___	___	___
	Care for children in an institution	___	___	___
	Prepare patients for examination by a physician	___	___	___
11.01	Plan and write computer programs to help solve scientific problems	___	___	___
	Plan collection and analysis of statistical data	___	___	___
	Apply knowledge of statistics to set insurance rates	___	___	___
11.02	Teach courses in high school	___	___	___
	Teach vocational education courses	___	___	___
	Manage the library program for a community	___	___	___
11.03	Do research to develop new teaching methods	___	___	___
	Do research to understand social problems	___	___	___
	Review and analyze economic data	___	___	___
11.04	Serve as a court judge	___	___	___
	Advise clients on legal matters	___	___	___
	Settle wage disputes between labor and management	___	___	___
11.05	Manage a department of a large company	___	___	___
	Plan and direct work of a government office	___	___	___
	Purchase supplies and equipment for a large firm	___	___	___
11.06	Examine financial records to determine tax owed	___	___	___
	Approve or disapprove requests for bank loans	___	___	___
	Buy and sell stocks and bonds for clients	___	___	___
11.07	Direct administration of a large hospital	___	___	___
	Serve as principal of a school	___	___	___
	Direct operations of a museum	___	___	___
11.08	Write news stories for publication or broadcast	___	___	___
	Broadcast news over radio or television	___	___	___
	Direct operations of a newspaper	___	___	___
11.09	Plan advertising programs for an organization	___	___	___
	Direct fund raising for a non-profit organization	___	___	___
	Lobby for or against proposed legislation	___	___	___
11.10	Direct investigations to enforce banking laws	___	___	___
	Inspect work areas to detect unsafe working conditions	___	___	___
	Inspect cargo to enforce customs laws	___	___	___
11.11	Manage a hotel or motel	___	___	___
	Direct activities of a branch office of an insurance company	___	___	___
	Manage a grocery, clothing or other retail store	___	___	___
11.12	Investigate and settle insurance claims	___	___	___
	Obtain leases for outdoor advertising sites	___	___	___
	Sign entertainers to theater or concert contracts	___	___	___
12.01	Manage a professional baseball team	___	___	___
	Referee sporting events	___	___	___
	Drive in automobile races	___	___	___
12.02	Perform as a trapeze artist in a circus	___	___	___
	Perform stunts for movie or television scenes	___	___	___
	Perform juggling feats	___	___	___

NOW, GO BACK AND DOUBLECHECK AT LEAST FIVE ACTIVITIES THAT YOU WOULD MOST LIKE TO DO

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DIVERSIFIED OCCUPATIONS I

UNIT #10

HEALTHY EGOS

Your sense of yourself is called your ego. A healthy ego is a good thing to have. We all need to know that we are valuable in some way—that we have worth in our own eyes or in the eyes of others. Egos must be fed regularly, however, for starving egos shrivel up and get weary. A weak ego is a weak foundation to build a good future on.

Words I like to hear from my parents to feed my ego:

1) ______________________________

2) ______________________________

3) ______________________________

Three things I would like my parents to do:

1) ______________________________

2) ______________________________

3) ______________________________

Things I want my teachers to say or do to give me worth as a student:

1) ______________________________

2) ______________________________

3) ______________________________

Three ways my friends could feed my ego:

1) ______________________________

2) ______________________________

3) ______________________________

Three ways I could feed my friends ego:

1) ______________________________

2) ______________________________

3) ______________________________

DIVERSIFIED OCCUPATIONS I

GOOD SIDE, BAD SIDE

Your life has its good side and its bad side. For a good future, you want to build on the good side. You want to change on the bad side. Rate your good and bad sides. Look at each pair of statements below. For each pair, circle 3 if the statement of the left is closest to the way you life is now. Circle 1 if the statement on the right is closest. Circle 2 is your life is in between the two statements.

Work or School

I get along with most bosses or teachers	3	2	1	Most bosses or teachers don't like me
Work or school is interesting	3	2	1	Work or school is dull
I like reading	3	2	1	I don't like reading
I like math	3	2	1	I don't like math
I like P.E.	3	2	1	I don't like P.E.

Home

I get along with my family	3	2	1	I don't get along with my family
I don't lose my temper	3	2	1	I get angry easily
It's ok doing chores	3	2	1	I hate my chores
I play & have some hobbies	3	2	1	I'm bored
I use my time well	3	2	1	I waste time

Friends

Females like me	3	2	1	Females don't like me
Males like me	3	2	1	Males don't like me
I get along with friends	3	2	1	I don't get along with friends
I make friends easily	3	2	1	It's hard to make friends
I have enough friends	3	2	1	I'd like more friends

Self

I usually like my feelings	3	2	1	I can't control my feelings
I like my looks	3	2	1	I want to look different
I like the way I act	3	2	1	I want to change completely
I usually think well	3	2	1	I don't use my head well
I get along with myself	3	2	1	I don't get along with myself

DIVERSIFIED OCCUPATIONS I

STRENGTHS AND WEAKNESSES

Each person is different because your strengths and weaknesses differ. Circle where you think you are in each area.

	Need Much Improvement	Average Ability	Very Good	Ideas for Improvement
Academic				
Math	1	2	3	
Reading	1	2	3	
Social Studies	1	2	3	
Science	1	2	3	
Physical				
General Health	1	2	3	
Physical Agility	1	2	3	
Strength	1	2	3	
Social				
Understanding yourself	1	2	3	
Understanding others	1	2	3	
Liking yourself	1	2	3	
Liking others	1	2	3	
Getting along with yourself	1	2	3	
Getting along with others	1	2	3	

DIVERSIFIED OCCUPATIONS I

SPECIAL APTITUDES

What things do you do well? Are you really good in athletics, at art or music, at fixing mechanical things, speaking, or writing? A realistic assessment of your special talents will do much to help you choose the right career. Make a listing of the things you do well:

DIVERSIFIED OCCUPATIONS I

ATTITUDES

The viewpoint or outlook that you have regarding work will greatly affect your success on the job. Let us look at your attitudes toward work. Describe your attitudes toward:

1) Getting to work on time ______________________________

____

____

2) Doing your very best on the job ______________________

____

____

3) Taking coffe or rest breaks _________________________

____

____

4) Leaving work early _____________________________

____

____

5) Working with others _____________________________

____

____

6) Taking time off from work __________________________

____

____

7) Calling in sick _______________________________

____

____

8) Quitting a job ________________________________

____

____

DIVERSIFIED OCCUPATIONS I

MY TEMPERAMENT

Your temperment will greatly influence job success and happiness. Get to know your temperament. Such knowledge will be helpful to you in selecting a job which is compatible with your temperament.

Explain your answers to the following questions:

1) How do you adapt to fraquent changes?

2) How do you like repetitive or short-cycle operations?

3) How do you like close supervision with little chance for independent action or judgment?

4) How do you like being responsible for the activities of others?

5) How do you like working alone?

6) How do you like working under stress and pressure?

7) How do you like to work in situations which require you to interpret feelings, ideas, or facts in terms of your own viewpoint?

8) How do you like working very strict guidelines?

YOUR IDEAL LIFE

There are lots of things you both need and want. You may need them to live. But you may wnat to have them in a particular form. For example, you may need a pair of shoes. You may want them to be a special dancing shoe or a particular brand of athletic shoe. Shoes are an example of a small need. An ideal job is an example of a big need. Big and small, when taken together, your wants and needs add up to your picture of your ideal life. Let yourself daydream a little about each of the following:

Describe an article of clothing that you want____________________

____

____

The ideal job you want____

____

____

Your ideal home____

____

____

Your ideal partner____

____

____

An ideal school____

____

____

The ideal training to get the job you want______________________

____

____

Something/Anything else____

____

____

DIVERSIFIED OCCUPATIONS I

I LIKE TO WORK

There are thousands of ways to make money. The best way is to find work that fits your interests and abilities. Check the statements that seem to fit you. Check as many as you want to.

I like to work	-alone
	-with just two or three people
	-with lots of people
I like to be	-a leader
	-a follower
I want to be	-the owner of my own business
	-a partner with someone else
	-working for the owner
I want to take	-lots of responsibility
	-some responsibility
	-little responsibility
I like to	-make products people can use (something they would buy)
	-do a service for others (wait on or make someone comfortable)
	-help people with their problems (family, food, money)
I like to work	-with wood, steel, plastic, stone
	-with books or paperwork
	-with paint or decoration
	-with people
I like to work	-with my head thinking
	-with my eyes looking
	-with my arms and hands
	-with my total body
I like to work	-fast
	-slow
	-sometimes fast, sometimes slow
	-medium
I would like	-excellent pay, even if I don't like the job
	-average pay and like the job
	-low pay and love the job

DIVERSIFIED OCCUPATIONS I

CAREER PROFILE

PERSONAL GOALS:

Job Goals: ____

____

Family Goals: ____

____

Where I Want to Live: ____

____

Hobby and Activity Goals: ____

____

Religious Goals: ____

____

PERSONAL INTERESTS:

(Data, People, Things, Hobbies, Sports, Etc.) ____________________

____

____

SPECIAL APTITUDES:

(Things I do especially well): ____________________________

____

____

ATTITUDES TOWARD WORK:

(Viewpoint on working with others, work attendance, being on time, giving an honest day's work, etc.): ____________________________

____

____

TEMPERAMENTS:

(How you react to different situations): ____________________

____

____

EDUCATIONAL BACKGROUND:

____

____

WORK EXPERIENCE:

____

DIVERSIFIED OCCUPATIONS I

CAREER PLAN

1) Describe yourself. What are you like?

____

____

____

2) Where are you going? Describe career plans you have.

____

____

____

3) Explain how you will get there. Will you go into community college, apprenticeship, college, trade school, on-the-job training?

____

____

____

4) What resources do you have or hope to get to help you achieve your career goals? (money, scholarships, grants, other aid)

____

____

____

5) When will you achieve your career goals? Set some realistic target dates to achieve parts or all of your career plans.

____

____

____

DIVERSIFIED OCCUPATIONS I

GOAL FOCUS CHART

The chart is designed to help you identify and state some of your present and future goals—what you want to have, to do, and to be. In the first row, fill in the present year, your age, and some of your present goals. Then imagine yourself at the age you will be in 5, 15, 40, and 60 years. Complete the chart by filling in the year, your age, then some of your future goals.

Year	Your Age	Things You Want to Do	Things You Want to Have	Things You Want to Be
(now)				
(5 years later)				
(15 years later)				
(40 years later)				
(60 years later)				

DIVERSIFIED OCCUPATIONS I

UNIT #10

CAREER REPORT

NAME______________________________ DATE____________________

JOB TITLE____________________________ CODE NO.__________________

SOURCES OF INFORMATION____

____

Where are these jobs available?

What tasks the worker performs:

Specific Skills Required:

DIVERSIFIED OCCUPATIONS I

Working conditions (inside, outside, alone, etc.):

Hours, pay, fringe benefits:

Occupational hazards:

Education and training required:

DIVERSIFIED OCCUPATIONS I

Work experience needed:

Abilities and personality needed:

Life style of people in this career:

Advancement opportunities:

DIVERSIFIED OCCUPATIONS I

Job security:

Employment outlook:

Where to get more information:

Personal comments (Do I like the career? Etc.):

DIVERSIFIED OCCUPATIONS I

UNIT #10

POST TEST

Read each statement. If true, circle T. If false, circle F.

T F 1. You need to plan for full-time work.
T F 2. There are stages of career development.
T F 3. Work is organized into clusters.
T F 4. There are two jobs in each cluster.
T F 5. School counselors do not help students find jobs.
T F 6. You must quit school to take a work experience course.
T F 7. You cannot learn about a career while you work on a job.
T F 8. It is hard to choose full-time jobs if you had a part-time job.
T F 9. You should not change jobs.
T F 10. Some job training is done out of school.
T F 11. You can learn to do any job in one week.
T F 12. Apprenticeship is a training program.
T F 13. You can learn about careers in school.
T F 14. Classes are taught at night for people who work in the daytime.
T F. 15. Journeymen are not skilled workers.
T F 16. Skilled workers may be members of a labor union.
T F 17. Most jobs do not have fringe benefits.
T F 18. The military services do not offer training.
T F 19. The library is the only place where you can find out about careers.
T F 20. A worker likes to be proud of his or her company.

DIVERSIFIED OCCUPATIONS I

Decide which career stage is discussed in each paragraph. Write the number of the career stage on the line.

1-You learn about work

2-You learn work habits

3-You start work and try new jobs

4-You stay in the job you like best

5-You get ready to retire

1) Joan is 20 years old. This is her first day as a teller for New City Bank. Last month she worked as a receptionist for the bank.
Joan is in career stage_____

2) Paul is 6 years old. He likes to watch the road construction near his home. He wants to drive a truck someday. Sometimes he wants to work on the bridge being built over the old road. Other times he wants to put up signs along the new road.
Paul is in career stage_____

3) Mrs. Cook has been the office manager at City Hospital for 18 years. She likes the people she works with, and the pay is good. Also, she thinks her work is important.
Mrs. Cook is in career stage_____

4) Debi is 12 years old. She has a newspaper delivery route. She must be careful never to skip a customer. On Saturdays, Debi collects for papers delivered during the week. She must keep records of each payment.
Debi is in career stage_____

5) Mr. Sims has worked for A-1 Coal Company 30 years. He will receive a company pension when he retires. He plans to buy a trailer to live near Blue Lake.
Mr. Sims is in career stage_____

What career stage are you in?!_____________________

DIVERSIFIED OCCUPATIONS I

UNIT II

Effective Communication

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME Effective Communication
2. LESSON NAME What's Accepeting Orders All About?
3. LESSON TIME 1 day
4. TEACHER SET-UP Copies: Pretest, vocabulary, Communication Makes Things Happen, What's accepting orders all about
5. MATERIALS NEEDED
6. PERFORMANCE OBJECTIVES

   A) TSWBAT explain the importance of accepting orders properly.

   B)

   C)
7. EVALUATION
8. SPECIAL NOTES

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
1) Pretest	1) HANDOUT, complete and turn in
2) Vocabulary	2) HANDOUT, give definitions
3) Importance of following orders/directions	3) -perform the task accurately -save time and money -enhance relationship between employer and employee
4) Communication Makes Things Happen	4) HANDOUT, explain
5) What's Accepting Orders All About?	5) HANDOUT, read and discuss

DIVERSIFIED OCCUPATIONS I

UNIT #11

PRETEST

Match the vocabulary to the definitions by putting the definition number next to the vocabulary word.

____ORDERS
____DIRECTIONS
____LISTEN
____ORDER
____SEQUENCE

1. the way in which things happen, or they follow one another
2. an instruction or command
3. a related and connected series of things or events
4. order or instruction
5. pay attention so that one hears

6) Orders should be followed in correct sequence.
TRUE or FALSE

7) You do not need to read written orders completely before starting them.
TRUE or FALSE

8) If written directions are unclear, guess as to what it means.
TRUE or FALSE

9) You should listen carefully to oral orders.
TRUE or FALSE

10) Oral orders are not as important as written orders.
TRUE or FALSE

DIVERSIFIED OCCUPATIONS I

UNIT #11

VOCABULARY

1) ORDERS

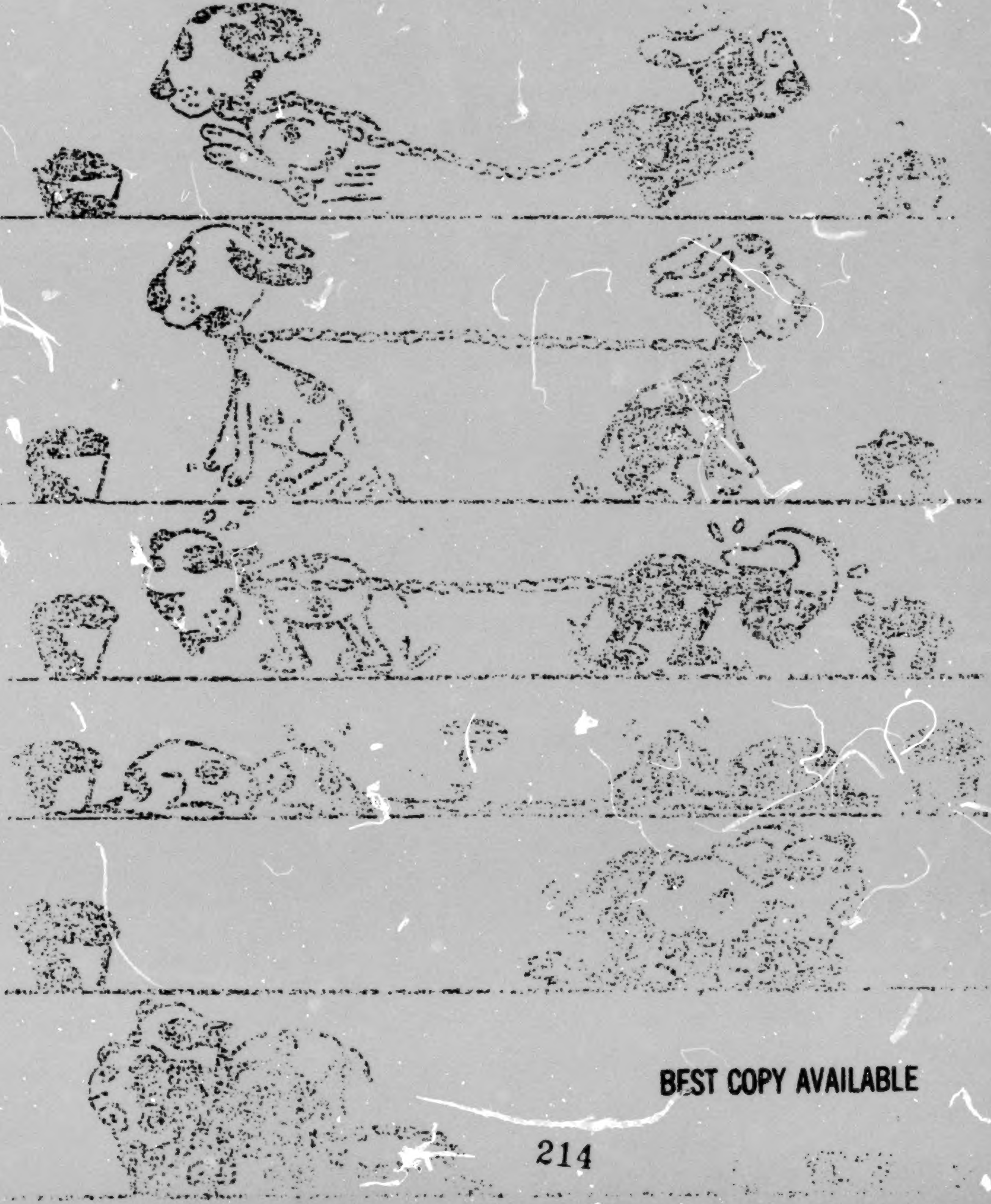
2) DIRECTIONS

3) LISTEN

4) ORDER

5) SEQUENCE

COMMUNICATION MAKES THINGS HAPPEN



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DIVERSIFIED OCCUPATIONS I

WHAT'S ACCEPTING ORDERS ALL ABOUT?

DIFFERENT KINDS OF BOSSES:

Bosses come in all shapes and sizes. They all have their own ways of giving orders. Here are some different kinds of bosses.

THE MIXED-UP BOSS:

The Mixed-Up boss gets upset and confused, sometimes giving orders that you can't understand. This boss may get even more mixed up if a lot of customers are waiting. So what can you do? If the Mixed-Up boss is not busy, say that you didn't understand the orders. If the boss is busy, ask one of the other workers what you should do.

THE BARKER:

The Barker gives orders in a loud voice and sounds tough, barking even louder when it gets busy. Some workers think that the Barker doesn't like them when he or she yells at them. But talking loudly is just the way this boss gets things done. The best thing to do if you work for a Barker is to do what you are told and don't bark back. If you need to talk to the boss, do it when things aren't busy.

THE DOUBLE BOSS:

Some workers have more than one boss. Two or more bosses giving orders is not likely to double your pleasure, double your fun. Sometimes one boss will tell a worker to do one thing and the other boss will tell the worker to do something else. Then the worker doesn't know what to do. If you work for a double boss and each one gives you a different order, you should:

*Tell one boss what the other boss told you to do.
*Ask the boss which of the two things you should do.
*Talk to both bosses together, when things calm down.

THE COMPLAINER BOSS:

The Complainer boss never seems to be happy with what employees do. This boss always finds something that isn't done right. All bosses complain sometimes. The Complainer boss complains all the time.

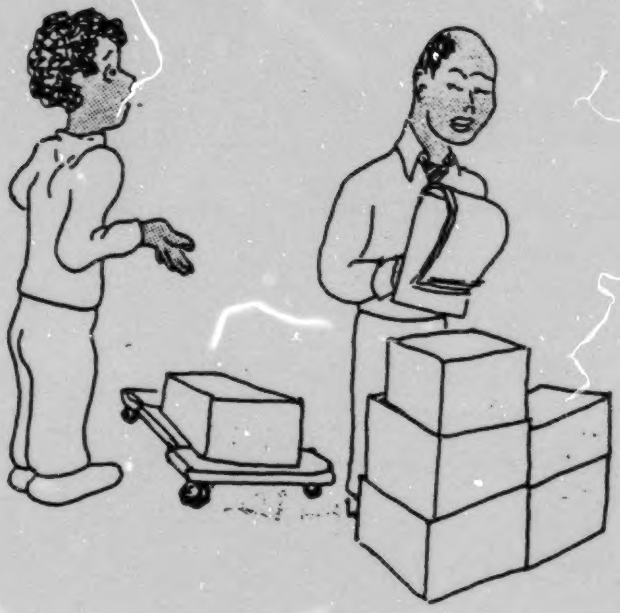
DIVERSIFIED OCCUPATIONS I

THE QUIET BOSS:

The Quiet boss doesn't talk much. Even if you do a great job, this type of boss is not likely to compliment you. If you have a quiet boss, you may think she or he doesn't like you, just because this boss doesn't talk much. Or you may find yourself wondering if you are doing a good job. If you work for the Quiet boss, ask the boss if you are doing a good job. That might help the Quiet boss to start talking to you.

THE NICE BOSS:

This boss gives orders in a nice way. If you forget, or make a mistake, the nice boss will tell you what to do again. This will help you learn the right way to do things.



DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME Effective Communication

2. LESSON NAME Oral/Verbal Directions

3. LESSON TIME 2 days

4. TEACHER SET-UP Copies: Communications Notes, First Things First, How Well Did You Read, Following Oral Instructions

5. MATERIALS NEEDED

6. PERFORMANCE OBJECTIVES

A) TSWBAT interpret oral orders/directions for a job situation.

B) TSWBAT develop and follow orders/directions in the proper sequence.

C)

7. EVALUATION

8. SPECIAL NOTES

CONTENT OUTLINE	PROCEDURES
1) Oral Orders/Directions	1) Steps -listen carefully to the instructions provided -repeat mentally or verbally the orders/directions -ask for clarification -perform task
2) Communications Notes	2) HANDOUT, see answer key for notes to give. Have the students fill in as you give notes--may want to make an overhead transparency
3) First Things First	3) HANDOUT, read
4) How Well Did You Read?	4) HANDOUT, complete using 3
5) Following Oral Instructions	5) HANDOUT, explain the process. Come up with a simple design of triangles, squares and circles connected in some manner. The students are not allowed to ask questions or for clarification the first time. Tell them what to draw on their paper. Second time they can ask only yes or no questions to clarify what they are to draw. Third time they can have open communication with the instructor. Compare how accuracy differs according to the communication used.

DIVERSIFIED OCCUPATIONS I

COMMUNICATIONS NOTES

Communication Process: Expressing to another the idea in mind; an interchange of thoughts and feelings. There are three basic types of communications:

WORD COMMUNICATION: This is the use of the word symbols that we have learned. Some words have different meanings to others than they do to us. For example__________________________. Even voice tone can vary the meaning according to the listener. There are other problems associated with word communication. What are they?

BODY LANGUAGE: Facial expressions, touch, flushes and sultry eyes communicate. We can read anothers reaction without him saying a word. Why are children better at reading body communication than adults?

ACTIONS SPEAK: We communicate by the way we behave toward others; behavior is the unspoken language. We "do" things for others and communicate the "good"; we communicate the "bad" just as effectively. Give an example of both "good" and "bad" messages communicated by action:

THE COMMUNICATION PROCESS IN SYMBOLS:

Feedback

Sender Receiver

Message

*Noise: Anything that interferes with the message, causing a breakdown in the communication process. Does not have to be audible (sound).

Pick out the factors in the communication process below:

Linda and Jim are talking to each other on the phone. Linda is being romantic and is saying "sweet nothings." She wants Jim to say them back. Jim tries to get her off the subject since his mother is within earshot of the conversation; however, he fails to tell Linda that his mother is near. Linda misunderstands his attempts and thinks their relationship is beginning to fail.

Sender: Message: Receiver: Feedback: Noise:

DIVERSIFIED OCCUPATIONS I

FIRST THINGS FIRST

I really love my job. I'm a hostess for one of the best restaurants in town. The people I meet are really interesting, and the people who whork with me in the restaurant are a lot of fun.

Things haven't always been this way, though. I had to learn the hard way, just like everybody else. For instance, I remember the first job I ever had. It was during the summer at a big resort up in the mountains. I was a waitress there. The rich people sailed and played tennis all day. At night they all came in for supper.

It was family style. That means that we served everybody the same thing. And there were very special rules about how the meal was served. Mrs. Hill, our boss, explained exactly how things were to be done. She waited until we were all seated in the dining room that first morning. She showed us exactly how to set the tables. Everything had to be just so.

Then she told us how to serve the meal. "Now girls," she said, "the guests will have either fruit or juice first. When they are done, you will clear those dishes and stack them on a tray. Put the tray on the bottom shelf of your bus stand. You have to put it on the bottom. That way there will be room on the top shelf. The busboys will need that space when they bring the trays holding the hot food. So, after you clear the fruit dishes, put the dinner plates on the table. Then tell your busboy that you're ready for the hot food."

"That sounded easy enough. The night of the first meal I was really excited. The guests came in looking so nice. The men had on white suits that looked even whiter against their sunburns and tans. The women were dressed in long gowns. They looked really beautiful.

Everything started out all right. But as I was clearing the fruit dishes I saw that the other waitresses were serving the hot food already. I thought I'd been working pretty fast. But now it seemed like I was behind the others. Plus one of the men at my table looked grumpy and kept asking me when we were going to eat. So, in a real hurry, I cleared the fruit dishes and stacked them on the top shelf. I knew they were supposed to be on the bottom shelf. But I was in a hurry. I passed out the dinner plates and told the busboy to bring the food.

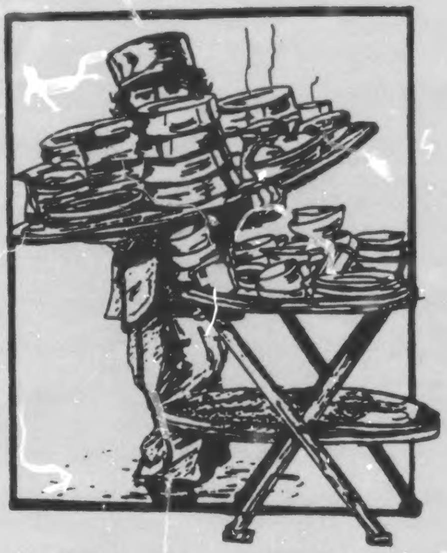
DIVERSIFIED OCCUPATIONS I

When he came, I couldn't believe my eyes. He was carrying a huge tray stacked high with bowls and platters of food. There were bowls of mashed potatoes, cups of gravy, and plates of roast beef. I could tell that the tray was really heavy, plus it was hot. The busboy was in a hurry to set it down. He got to my bus stand and went to put the tray where the empty space should have been. There were my fruit dishes. Before I could warn him he slid the food tray right into the stacks of dishes.

What a disaster! Everything went flying at once. The fruit dishes hit the floor and broke into about a million pieces. The tray of food flipped over. The food went flying in all directions. It hit the poor busboy, the backs of three guests, and the toes of Mrs. Hill's shoes, not to mention how it covered the floor of the whole dining room.

Considering what a mess I'd caused, Mrs. Hill was pretty nice. She helped me clean up, move the guests to another table, and finish serving their dinner. She didn't even really yell. She just said she was sure that from now on I would follow directions. For the next few nights she hung around my tables a lot, keeping an eye on me.

That seems like ages ago now. But I'll tell you. You make a mistake like that once, and only a fool would make it again. I still make mistakes. But when someone gives me specific orders, I amke sure that those orders are followed exactly.



HOW WELL DID YOU READ?

1) The waitresses were supposed to
   - a. put the dinner plates on the table after they ordered the hot food.
   - b. put the dinner plates on the bottom shelf.
   - c. put the fruit dishes on the bottom shelf.

2) The girl in the story made a mistake because
   - a. she forgot the directions.
   - b. she was in a hurry.
   - c. the busboys mixed her up.

3) The accident would probably not have happened if
   - a. Mrs. Hill had given better directions.
   - b. the girl had followed directions.
   - c. the busboy had been a faster worker.

Fill in the blanks to complete the paragraphs below.

The girl in the story had to learn things the hard way. Her first__________ was that of a ______________at a big resort_____the mountains. The guests_____ the resort were rich. _______sailed and played tennis_____day. At night they _____dinner in the big______________room. They wore their_______clothes to dinner. The______wore white suits. The______________wore long dresses. Mrs. ______was in charge of_____dining room. She showed_____waitresses exactly how the______________were to be set. _______told them the way_____serve the dinner. First, _______guests would have fruit_____juice. Then the waitresses would______________the fruit dishes off______table. They were wupposed_____ go on the bottom ______________ of the bus stand. _______dinner plates went on _______table. Then the waitresses would______the busboys to bring______trays of food.

The______________in the story didn't______________directions. She put the_________dishes on the top______________. When the busboy______________ the food, the tray_________into the fruit dishes. The dishes broke, and the food went all over the floor.

DIVERSIFIED OCCUPATIONS I

FOLLOWING ORAL INSTRUCTIONS

The purpose of this activity is to see if you can follow instructions. Your teacher will give you instructions as to what you are to draw on this page. While the teacher is giving instructions, you may NOT ASK QUESTIONS!! You will need a pen or pencil and to listen very carefully!!!

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME Effective Communication

2. LESSON NAME Written Directions

3. LESSON TIME 3 days

4. TEACHER SET-UP Copies: Following Orders in Correct Sequence, Communication Experiment, March!, Following Directions, The Memo, The Great Paycheck Hunt, What?!, Test

5. MATERIALS NEEDED

6. PERFORMANCE OBJECTIVES

A) TSWBAT correctly interpret the content of a written order.

B) TSWBAT follow written orders accurately.

C)

7. EVALUATION

8. SPECIAL NOTES

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
1) Written Orders/Directions	1) Steps -scan orders/directions to determine whether they are readable -if readable, read in detail -seek help from co-worker/peer if assistance is needed -ask for clarification of orders/directions if necessary
2) Following Orders/Directions in Correct Sequence	2) HANDOUT, complete
3) Communication Experiment	3) HANDOUT, explain and possibly do first two together. May want to make an overhead transparancy to use when all the completed to check accuracy.
4) March!-	4) HANDOUT, complete as a group. It helps to draw out field on the board and do together. It can be confusing with the math involved and changing directions
5) Following Directions	5) HANDOUT, have the complete--and have a few laughs! Guaranteed that at least one won't follow directions!
6) The Memo	6) HANDOUT, read carefully
7) The Memo--Questions	7) HANDOUT, complete using 6
8) The Great Paycheck Hunt	8) HANDOUT, read
9) Where's The Paycheck?	9) HANDOUT, complete using 8
10) What?!	10) HANDOUT, see answer key for help interpreting this letter. Have them write the real meanings above the slang words
11) Test	11) HANDOUT, complete and turn in

FOLLOWING ORDERS/DIRECTIONS IN CORRECT SEQUENCE

Listed below is a series of written orders or directions that must be performed in the correct order to be done properly. Unscramble the lists so that the orders or direction are in the correct sequence.

Getting Ready for Work:

____Brush teeth and comb hair
____Eat breakfast
____Turn off alarm clock
____Get dressed
____Leave for work
____Get up

Going to a Football Game:

____Get a ride to the stadium
____Locate seats
____Find out date, day, and time of game
____Locate entrance gate
____Buy tickets
____Get a group of friends to go with you

Setting Up a Job Interview:

____Have interview
____Call for an appointment
____Prepare for interview
____Determine individual qualification
____Complete job application form

Driving a Car:

____Check in mirrors
____Insert key in ignition
____Fasten seat belts
____Make sure car is in neutral or park
____Drive carefully
____Start car
____Place car in gear

DIVERSIFIED OCCUPATIONS I

COMMUNICATION EXPERIMENT--WRITTEN

Assignment: Using the map that accompanies this hseet, follow the instructions given below. Place each X exactly over the intersections of the streets and proceed with each instruction by starting from the last X you wrote, except in the instances where you are instructed otherwise. Number each X as you write it. When you writean X let it be, don't erase! There is no time limit, but you are competing with the others in the class.

1) Place an X at the corner of Johns and 5th Streets.

2) Walk two blocks east, three blocks south, two blocks west, one block north and place an X at the corner where you arrive.

3) Walk one block east, three blocks north, one block ease and place an X at the corner where you arrive.

4) Walk five blocks south, two blocks west, three blocks north, one block east and place an X at the corner where you arrive.

5) Walk three blocks west, one block south, five blocks east, and place an X at the corner where you arrive.

6) Walk one block east, three blocks west, three blocks north, and place an X at the corner where you arrive.

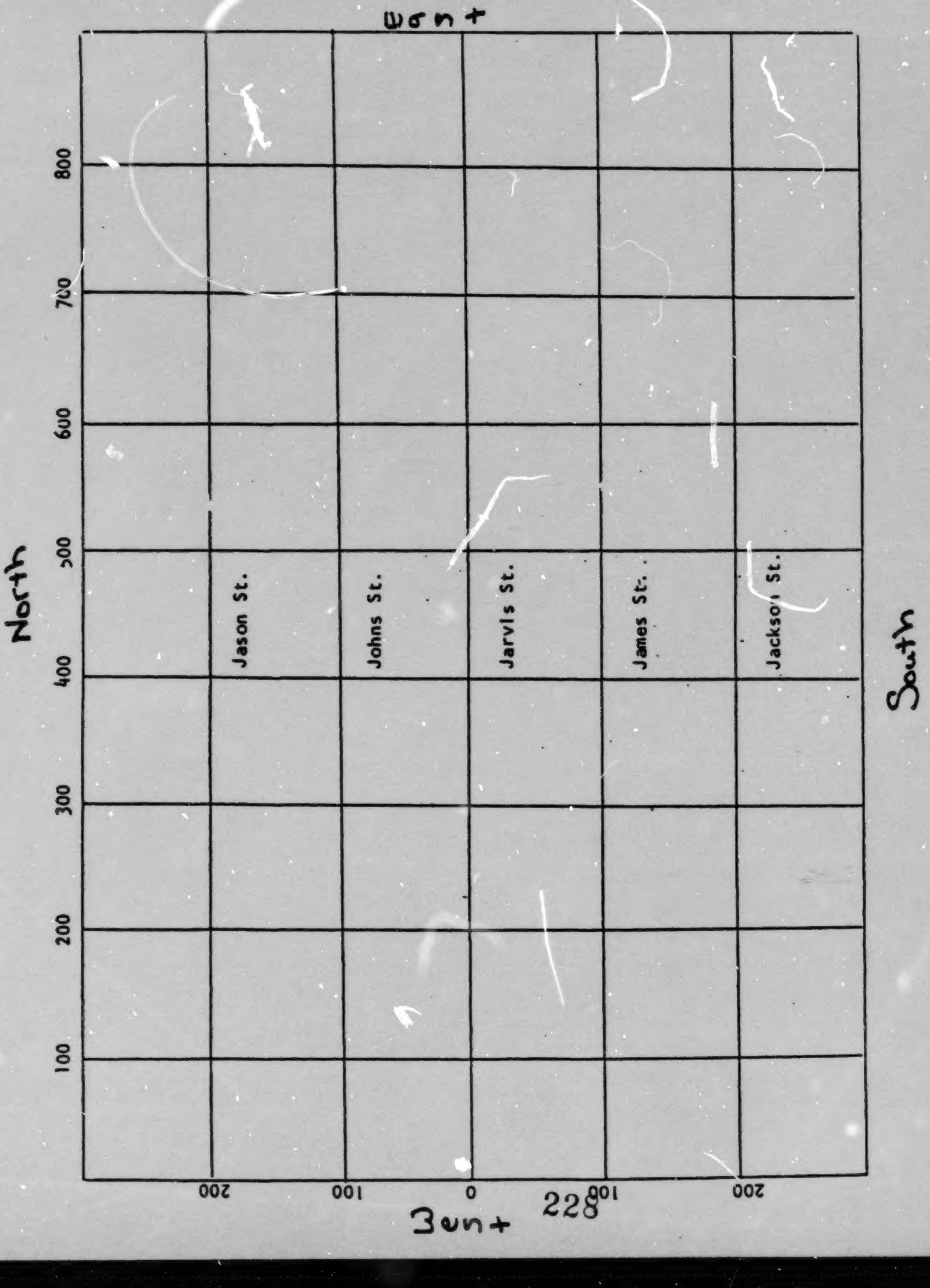
7) Place another X as far from the west and south borders of the map as your last X is from the west and north borders of the map.

8) Start north, zig-zag north and east, alternating one block at a time and walking five blocks in all, then place an X at the corner where you arrive.

9) Start at the opposite corner of the block southeast of where you placed the last X, walk two blocks west and place and X at the corner where you arrive.

10) Go three-fourths of the way around a square that has the length of two blocks on each side, starting where you placed the last X and ending south of your starting point. Place an X at the corner where you arrive.

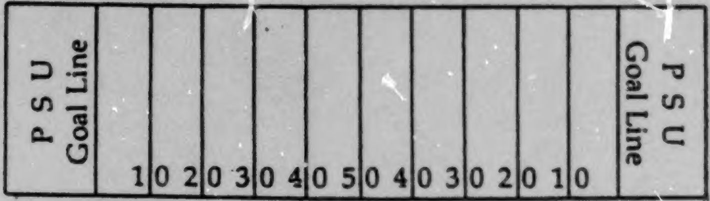
DIVERSIFIED OCCUPATIONS I


North
South
800
700
600
500
400
300
200
100
Jason St.
Johns St.
Jarvis St.
James St.
Jackson St.
200
100
0
100
200

DIVERSIFIED OCCUPATIONS I

"MARCH!"

When Peter joined the Marching Bank, he had to learn to follow directions and count. For most music the band was told to take eight steps for every five yards on the football field. Use this information to help you answer the questions below.



1) For the first drill for Saturday's game, Peter was given a drill order. For each of the drill orders, figure out how many yards Peter will move and how many steps he will take.

Yards Steps

a. Start from the goal line. March to the 40-yard line and stop. ____ ____

b. Reverse and march to the 15-yard line. Play "American the Beautiful." ____ ____

c. Reverse again. March to the 48-yard line. Play the national anthem. ____ ____

d. March past the 50-yard line to the 30-yard line on the other side. ____ ____

e. Reverse and march all the way back to the goal line you started from. ____ ____

2) For the closing number, the band was told to march in a line from the goal line all the way down the field past the 50-yard line to the 5-yard line one the other side. How many yards will they march?

DIVERSIFIED OCCUPATIONS I

FOLLOWING DIRECTIONS

How well do you follow directions? Follow the directions and you should finish this in five minutes. Your teacher will time you. Wait until your teacher says "go." Then follow the directions exactly. You will need one sheet of paper.

1. Read all directions before doing anything.
2. On a sheet of paper, write your name in the upper right corner.
3. Number from 1 to 6. Leave three blank lines between each number.
4. Put an "Z" by number 1.
5. Count the number of desks in the room. Write the answer by number 2.
6. Write today's date by number 3.
7. Say your name out loud.
8. Count the number of persons in the room. Write the answer by number 4.
9. Say, "I have reached number 9. I am following directions carefully."
10. Now that you have finished reading, do only what is said in numbers 1 and 2.

DIVERSIFIED OCCUPATIONS I

THE MEMO

Read the memo carefully and answer the questions on the next page.

INTERDEPARTMENTAL MEMO

To: All Employees
From: Mr. O'Shay
Regarding: Important Information

ITEM #1—*PLANT SAFETY:* All employees *must* lock windows and outside doors when leaving the plant after 6:00 p.m.

ITEM #2—*WAGE INCREASES:* Wage increases for all personnel become effective as follows:

Office personnel—effective March 15
Supervisory personnel—effective April 14
All other personnel—effective May 1

ITEM #3—*VISITORS:* We are getting a large number of requests for plant tours from civic groups, schools, and local businesses. It has always been our policy to honor these requests on a first-come, first-served basis. Once the maximum number of tours per month (16) has been reached, schedule additional tours for the next available month.

ITEM #4—*SUPERVISORY PERSONNEL WORK SCHEDULE:* The work schedule for next month is as follows:

Kate Miller: M T TH F 8:00 a.m.-5:00 p.m.
Joe Faroni: M T W F 8:30 a.m.-5:30 p.m.
Bill Jackson: T W TH F 9:00 a.m.-6:00 p.m.
Leroy Welch: M W TH F 8:15 a.m.-5:15 p.m., except on Mondays 9:00 a.m.-6:00 p.m.
Mary Burlington: M T W TH 8:45 a.m.-5:45 p.m.

THE MEMO—QUESTIONS

1) The memo is directed to whom?______________________________

2) The memo is from?______________________________________

3) Wage increases for supervisory personnel take effect on?____

____

4) A number of requests for plant tours have been received from?

____

5) All windows and outside doors must be locked when employees leave after?______________________________________

6) Which employees will receive wage increases effective March 15?

____

7) The maximum number of plant tours per month is?____________

8) Which employee does not work on Thursday?_______________

____

9) Which supervisor would lock windows and outside doors when leaving on Tuesday, Wednesday, Thursday, and Friday?________

____

10) Mary Burlington is scheduled to work which days?__________

____

11) Leroy Welch works from 8:15 am to 5:15 pm except on?________

____

12) Joe Faroni, Kate Miller, Mary Burlington, and______________ ____________________must work on Tuesdays.

13) Bill Jackson does not work on which workday?______________

14) Once the maximum number of plant tours per month has been reached, employees are directed to?____________________

____

15) On May 1, which personnel receive wage increases?__________

____

DIVERSIFIED OCCUPATIONS I

THE GREAT PAYCHECK HUNT

My boss, Mr. O'Shay, is a real crazy guy. He loves to play jokes on people. Sometimes it seems like he has nothing better to do. He's a really busy man and I know he works very hard. He says a good laugh is good for the soul. Once he wore a gorilla mask all the way up in the elevator. Another time he let a canary loose in our office.

I guess that's why I like working for Rivers and Sons. My job involves a lot of typing, which can be kind of boring. However, the people in my office are all so much fun. We have a lot of laughs, and most of them are because of things Mr. O'Shay does.

Knowing him the way we do, we should have been expecting something last Friday. It had been a really slow week. There were a few times when I didn't have anything to do. Friday was the worst day of all. The only thing that made it worthwhile was the fact that it was payday.

Kate Miller looked at the clock and groaned, "Another hour until we can leave! I've been done since three o'clock."

Joe Faroni laughed. "Since three o'clock! I've been done since Wednesday. This has been the most boring week of work that I can remember!"

Just then Mr. O'Shay walked in. "Good afternoon everybody. What are you all looking so glum about? It's Friday! You're supposed to be excited!" Then he smiled. "I know. It's been a long week. That's the reason I'm here. I have come up with a new plan for giving out your paychecks—sort of a treasure hunt."

Kate and Joe laughed, and the rest of us looked awake for the first time all week.

Mr. O'Shay handed a paper to Kate. "Here is a list of clues telling you how to find your paychecks. Just be sure you follow directions. As soon as you have found them you may go. Have fun." And he walked out of the office.

We all gathered around Kate's chair to see the list. Here's how it started:

1) Read the whole list before you start.
2) Take the elevator to the sixth floor.
3) Turn right when you get off the elevator and stop at the second drinking fountain.

We were out of the room in a flash and on our way up to the sixth floor. "What does it say to do next?" I asked.

"We have to find the second drinking fountain to the right," Kate said.

DIVERSIFIED OCCUPATIONS I

The elevator doors opened and we bolted down the hall, just like a bunch of little kids. We ran down around the corner past one drinking fountain and on to the next.

"OK, now what does it say?" someone shouted. Kate pulled out the list again. The next line said:

4) Untape the clue that's under the fountain and do what it says.

I reached under the fountain and felt a piece of paper. I pulled it off and read it for the others. "Go to the main lobby."

We turned and raced back down the hall to the elevator. We crammed in laughing and shoving. People looked at us like we were nuts. When we got to the main lobby, Kate took out the list again.

"Now what?" Joe asked.

Kate read the next clue out loud. "5. Go to the front desk and ask for a paper bag." She started over to the desk and the others followed her—all except me. I had begun to smell a rat.

"Wait a minute," I said. The others stopped and looked back at me.

"What's the matter?" Kate asked.

"What do we need a paper bag for?" I asked. "Let's read the rest of the list before we make fools of ourselves in front of the secretary."

Kate pulled out the list and we all looked over her shoulder. The rest of the list looked like this:

6) Take the paper bag up on the roof of the building.

7) Take off your shoes and put them in the bag.

8) Hold the bag shut, swing it over your head and sing "Jingle Bells."

9) After you have read this list, come and ask me for your paychecks.

We all just looked at each other. I guess we all felt pretty silly. No one said a word. We turned and got back on the elevator.

It was quiet for a minute. Then Joe said, "Well, I guess Mr. O'Shay made his point about following directions."

No one said anything. Then a few seconds later Kate giggled and started whistling. The people on our floor were really surprised when the elevator door opened and out walked a group of people singing "Jingle Bells."

DIVERSIFIED OCCUPATIONS I

WHERE'S THE PAYCHECK?

1) Everyone was sitting around talking because
    a. they had too much work to do
    b. there was a bird in the office
    c. their work was all done

2) Mr. O'Shay made up the treasure hunt
    a. to see if they could follow directions
    b. to make them work for their paychecks
    c. because he had nothing better to do

3) When she said she smelled a rat, the girl meant
    a. she didn't think there were paper bags at the front desk
    b. she thought Mr. O'Shay was playing a joke on them.
    c. she thought she saw a rat in the lobby

Fill in the blanks to complete the paragraphs below.

It had been a long week at work. There ______________ a few times when ______________ was nothing to do. ______ O'Shay was the boss. ____________ liked to play jokes ______ people. One time he ______________ a gorilla mask in ________ elevator. Another time he ____________ a canary loose in ________ office.

On Friday people in _________ office had finished their ___________. They were just sitting _______________ talking. Mr. O'Shay gave _________ a list. The list ______________ clues that told them ______________ to find their paychecks.

_________ first clue said to ____________ the whole list first. ___________ second clue said to _____________ the elevator to the __________ floor. Then they were ____________________ to find a drinking __________________. The clue under the ___________________ fountain said to go _________ the main lobby. Then ___________ were supposed to ask __________ a paper bag. The __________ clues said to take the paper bag up on the roof, to put _________________ shoes in the bag, _________________ it over their heads, __________ sing "Jingle Bells." They knew then that Mr. O'Shay had been playing a joke on them.

DIVERSIFIED OCCUPATIONS I

WHAT?!

Customer Relations Department
Kelly Buick Company
10403 N.E. 8th
Bellevue, Washington

Gentlemen:

I wish to complain about the treatment I received on my new wheels rolled from Mooch Motors. First, the salesman tried to sell me a Mardi Gras car with cancer. I passed and he told me he had a Cherry Electra with four-in-the floor, red guts, fiddle and stove that I could have for two yards north of low, that would outrun radar.

When we started to deal, he bumped my trade and said he had to dump it at Orchard Motors. He then said I was buried tree hun, however he could stroke me with a mouse at a Mouse House, but I would have to hock my sticks and would need a go-jack.

The Mouse Man called a bank to check my credit. They said I was no rock; a high roller, a Roman Emperor and flakey, but not leaky, I was then T.O.'ed to a Mangler who tried to knock me. He said we were spinning our wheels, and I was probably a squirrel.

They think I am a Pipe Smokin' Slide Ruler. The salesman finally moused me a stroke to bail out of my buried trade, curbed my car, showed a paper down and rolled me.

My question is: Did I buy a car?

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME Effective Communication
2. LESSON NAME Body Language
3. LESSON TIME Copies: Body Language
4. TEACHER SET-UP
5. MATERIALS NEEDED
6. PERFORMANCE OBJECTIVES

   A) TSWBAT describe the importance of body language to effective communication and demonstrate different examples of body language.

   B)

   C)
7. EVALUATION
8. SPECIAL NOTES

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
1) Body Language	1) HANDOUT, read and discuss Have people demonstrate and/or analyze others in the class and see how accurate they are

BODY LANGUAGE

Effective communication is accomplished not only by verbal language, but also by observing mannerisms, facial expressions, posture, the tone and inensity of voices, and many other types of body language.

These physical expressions are non-verbal communication form which provide clues for interpreting thoughts and messages. In a work situation, an employee must be alert to andbe albe to recognize and interpret these clues in order to insure that communicated information is completely understood.

Movements of the body help us express ourselves to others. Our posture often communicates our true feelings better than words. It should be remembered, however, that body language is a general indicator. A single gesture should not be considered by itself, in only a single situation, or separate from the words spoken. Also, meanings of gestures will vary with cultural backgrounds.

POSITIVE GESTURES, EXPRESSIONS, AND STANCES

1) Open palms--open, friendly
2) Hands on hips--aggressive
3) Hands clasped behind back--thinking, listening, contemplating, concentrating, meditating
4) Head held high--complete control
5) Arms hanging loosely, straight at sides--collected, poised
6) Arms swinging freely when walking--cheerful
7) Fingers tucket under belt--confident, cool
8) Hand in one pocket--calm
9) Coat unbottoned--open, friendly
10) Sitting with feet flat on the floor--poised
11) Sitting with leg crossed at the ankle (men)--competitive
12) Sitting slightly forward in chair--attentive
13) Hands laying quietly on thighs or arms of chair--at ease
14) Knees together (women)--modest
15) Legs crossed at the ankles with hands in middle of lap or to the opposite side from the legs (women)--graceful

16) Legs back under the chair (women)--poised, graceful silhouette
17) Arms crossed loosely at lower part of chest--relaxed
18) Smiling--pleasant
19) Eye contact--attentive, listening.
20) Hand stroking chin--thoughtful consideration
21) Hand on cheek--thinking, interested, attentive
22) Arm around another person's chair--intimacy, closeness
23) Shoulders upright--energetic, determined

NEGATIVE GESTURES, EXPRESSIONS, AND STANCES

*Note: Although the following are listed as negative gestures, expressions, and stances, there may be situations when the following movements would not be considered negative.

1) Nervous gestures--lack of confidernce, uneasiness, bored
2) Closed fist--hostility, lack of acceptance
3) Steepling with hands--taking a firm stand with little chance of changing
4) Hung head--lack of organization
5) Shrugged shoulders--lack of ambition
6) Shuffling feet--lack of energy and ambition
7) Raising shoulders casually--indifference
8) Hands clasped behind head while sitting--authority but maybe a little insecure
9) Moving around in chair--restlessness
10) Shuffling papers--anxious
11) Moving foot in small circles or swinging crossed let--bored
12) Separation by a desk, standing on a platform, sitting at the head of the table--superiority
13) Feet up on furniture--ownership, possessiveness, unconcern or hostility to another person
14) Hands on sides of waist--anger, disgust
15) Scowl--disapproval
16) Lower lip protruding--pouting, sulking
17) Slight tilt of head to one side--doubt

18) Raised eyebrows--surprise, doubt, indifference
19) Arms folded tightly high on chest--closed, defensive, disagreement, discomfort, withdrawing from conversation
20) Steepling under chin--critical evaluation, seeking advice in some way perceived as negative toward the person attempting to persuade
21) Gestures with glasses taken off--wants time to think, needs more information
22) Looking over top of glasses--causes a negative emotional reaction in others when dropping eyeglasses onto bridge of the nose and peering over them; makes the other person feel she/he is being stared at
23) Hands over eyes--deep thought or concern
24) Sitting in chair backwards--dominance, aggression
25) Lips pressed tightly--anger, determination

DIVERSIFIED OCCUPATIONS I

UNIT #11

TEST

Match the vocabulary to the definitions by placing the definition number in the blank next to the vocabulary word.

____Orders
____Directions
____Listen
____Order
____Sequence

1. the way in which things happen, or the way they follow one another
2. an instuction or command
3. a related adn connected series of things or events
4. order or instruction
5. pay attention so that one hears

1) Why is accepting orders important?

2) Match the definition to the type of boss.

____Mixed-Up boss
____Barker boss
____Double boss
____Complainer boss
____Quiet boss
____Nice boss

1. more than one boss giving orders
2. boss gets confused and upset when giving orders
3. boss gives orders in a helpful, friendly way
4. boss gives orders in a loud voice
5. boss never happy with how orders are done
6. boss doesn't say much or compliment on orders done

3) Which type of boss would you find hardest to work for? Why?

4) Put a check mark next to the following that are important reasons for following directions.

____task performed right
____save time
____ruin customer relations
____enhance relationships with employer
____feel bad about yourself for doing a job right
____save money

5) Put the following steps for following verbal directions in the right order. Number them from 1 to 4.

____perform task
____ask for clarification
____listen carefully to the instructions provided
____repeat mentally or verbally the orders

6) Listed below is a series of written orders that must be performed in the correct order to be done properly. Unscramble the lists so that the orders are in correct sequence. Number them from 1 to 7.

"Coming to D. O. class"
____Sit down
____Clock in on the time clock
____Listen to the teacher
____Get notebook
____Clock out on the time clock
____Put notebook away neatly

7) Put the steps for following written orders in their right order. Number them from 1 to 4.

____ask for clarification of orders if necessary
____look over orders to determine whether they are readable
____seek help from co-worker if needed
____read orders in detail

8) Follow directions.

a. write your name in the bottom left corner of the page
b. read directions c and d before doing anything else
c. draw a tree in the top right corner
d. skip c, don't do e, and go on and do f
e. put an X by b
f. write today's date in the top left corner
g. go on to problem 9

9) Read the memo on the next page. After reading the memo, answer these questions.

a. Who is the memo from?____________________________
b. What is the memo about?____________________________
c. When is the deadline? ____________________________

DIVERSIFIED OCCUPATIONS I

MEMO

TO: Principal's Cabinet
FROM: John Zuanich
DATE: November 8, 1984
RE: Mariner Minutes New Deadline

The deadline for the Mariner Minutes has been moved from the 2oth of November to the 16th of November. Your full cooperation for this new deadline will really be appreciated.

JZ: mmr

10) Write an example for each of the three basic types of communication.
    a. Word Communication

    b. Body Language

    c. Actions

11) What is "noise" in the communication process? Give an example.

12) Draw the arrows in the following "Communication Process" diagram.

Feedback

Sender Receiver

Message

13) This problem will be given to you at the end of the period. Your teacher will give you verbal directions as to what to draw on the back of this page.

DIVERSIFIED OCCUPATIONS I

UNIT 12

Self - Improvement

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME Self-Improvement

2. LESSON NAME Personal Grooming & Hygiene

3. LESSON TIME 3 days

4. TEACHER SET-UP copies: vocabulary, grooming packet

5. MATERIALS NEEDED construction paper, scissors, glue, magazines

6. PERFORMANCE OBJECTIVES

A) TSWBAT maintain personal grooming and hygiene in an acceptable manner

B)

C)

7. EVALUATION

8. SPECIAL NOTES You may want to have a "Good Grooming Day" and have all the students come groomed at their best! Speakers such as cosmotologists, makeup artists, etc. would also be great!

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
1) Vocabulary	1) HANDOUT, give definitions
2) Good grooming and hygiene	2) -brainstorm components of good grooming -how we appear to others often results in how people will feel about us, which in turn may affect both our personal and work life -some major factors in keeping in good health: -getting the proper foods -getting adequate rest -getting the proper exercise -maintaining healthful attitudes
3) How Well Do You Rate?	3) HANDOUT, discuss and complete
4) Grooming Analysis	4) HANDOUT, discuss and complete
5) Your Posture	5) HANDOUT, discuss and complete
6) Time to Groom	6) HANDOUT, read, discuss and complete
7) Grooming Scrapbook	7) HANDOUT, go over directions. Remind them not to cut up library materials--or magazines without permission. Pass out supplies and let them go! Have them share their notebooks with the class.
8) Body Cleanliness	8) HANDOUT, read, discuss and complete. Get out the scrapbooks, too! If possible have them use notebook sized construction paper for their scrapbooks so that they can be kept in their notebooks.

DIVERSIFIED OCCUPATIONS I

UNIT #12

VOCABULARY

1) HYGIENE

2) TIME MANAGEMENT

3) POSTURE

4) LEISURE

5) BODY CLEANLINESS

6) DEODORANT

DIVERSIFIED OCCUPATIONS I

HOW WELL DO YOU RATE?

Rate yourself in each of the following areas. If you check "Good," tell why you rated yourself that way. If you check "Needs Improvement," tell how you think you could improve.

	GOOD	NEEDS IMPROVEMENT
Hair		
Skin		
Cologne & Makeup		
Hands & Nails		
Body Cleanliness		
Clothing		
Shoes		
Accessories		
Posture		
Expression		

GROOMING ANALYSIS

Check the column which best describes your grooming habits. If you need help in any area, discuss the proper solution with someone who understands the problem or find the answer in one of the many good books on grooming, health, and etiquette.

	Do you...	Most of the time	Part of the time	Never
1.	Eat a well-balanced diet?			
2.	Drink plenty of liquids?			
3.	Control your weight?			
4.	Get plenty of sleep at regular hours?			
5.	Get enough exercise?			
6.	Have regular check-ups?			
7.	Have reular dental check-ups?			
8.	Avoid being tempted by unhealthy habits?			
9.	Keep nails clean?			
10.	Bathe daily?			
11.	Wash hair as needed?			
12.	Use an effective deodorant daily?			
13.	Wear clean undergarments?			
14.	Clean your face?			

DIVERSIFIED OCCUPATIONS I

Do you...	Most of the time	Part of the time	Never
15. Keep hair cut?			
16. Brush teeth at least twice daily?			
17. Use dental floss?			
18. Select clothing that compliment you?			
19. Keep clothes clean?			
20. Keep shoes clean?			
21. Smile frequently, easily and naturally?			
22. Have a good posture?			
23. Men: Shave or keep facial hair trimmed?			
24. Women: Remove hair from leg & underarms?			
25. Women: Apply makeup naturally?			
26. Women: Keep makeup off clothing?			

DIVERSIFIED OCCUPATIONS I

YOUR POSTURE

The way you sit, stand, and walk tells people something about you. Look at the posture of these figures. Check the words that describe each figure.

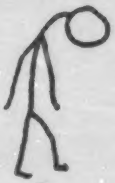


FIGURE A

____lazy
____happy
____interested
____tired
____sleepy
____awake
____busy
____sad

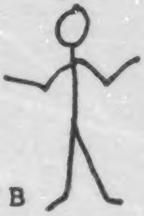


FIGURE B

____lazy
____happy
____interested
____tired
____sleepy
____awake
____busy
____sad

Choose the correct answer. Write the answer in the blank.

1) Your posture is ______________________________.
   a. how you sit and stand
   b. how you smile
2) If you sit up straight, people think______________
   a. you are a show-off
   b. you are awake and interested
3) People are more likely to hire you if______________
   a. you sit straight
   b. you slump
4) When you lean all over a desk, you look____________
   a. neat
   b. sloppy
5) When you stand straight, you look________________
   a. neat
   b. sloppy

TIME TO GROOM

Bob often has trouble getting up in the morning. When the alarm goes off he shuts it off and goes back to sleep. His roommate gets him up by making a lot of noise. Bob runs to the bathroom and washes his face. He puts on the first clothes he finds. No wonder he doesn't look very good.

1) Bob needs 15 minutes to shower and to wash his hair. He needs another 10 minutes to dry his hair and to style it with a hair dryer. It takes 5 minutes to shave and to brush his teeth. How much time does Bob need to do all these things?

2) Bob has to be at work by nine o'clock in the morning. It takes 40 minutes for him to walk to work. By what time must lhe leave his house?

3) Bob usually doesn't eat breakfast. If Bob got up ten minutes earlier, he could have cereal and juice each morning. Using your answers and the information in questions #1 and #2, figure out what time Bob must get up to have breakfast, get dressed, and walk to work.

4) Bob's boss told him to get a haircut. A wash and styled cut costs $14.25 at THE HAIR LOFT. The barber tells Bob to buy some Hair Loft Wonder Shampoo for $3.75. If Bob pays for the cut and shampoo with a $20 bill, how much change should he get back?

DIVERSIFIED OCCUPATIONS I

GROOMING SCRAPBOOK

Directions:

1) Cut out pictures from magazines or newspapers for your Grooming Scrapbook that show:
   - a. Good food
   - b. People resting
   - c. People exercising
   - d. People being clean (such as shampooing hair, nice and clean nails, clean clothes, etc.)
2) Paste these pictures in your scrapbook* and label them.

*To make a scrapbook ask your teacher for several pieces of construction paper. Staple these pieces of paper together along the top. Now you have a flip-chart style Grooming Scrapbook! Decorate the Cover as you please and be sure to put your NAME on it!! Have fun!

BODY CLEANLINESS

Sarah sits behind Herman at school. One day before class, Sarah went to the teacher's desk.

She said, "Miss Green, please let me sit in another seat."

"Why do you want to change seats, Sarah?" asked Miss Green.

"I don't want to sit near Herman any more," said Sarah.

"Why?" asked Miss Green.

"Well, Herman must need a bath. He has B.O.," said Sarah.

"I'll talk with Herman after class. Maybe I won't need to change you to another seat," said Miss Green.

Miss Green asked Herman to stay after class.

"Herman, suppose you had to sit near someone who didn't smell clean. What would you do?" said Miss Green.

"I don't know," said Herman.

"Do you know why some people do not smell clean?" said Miss Green.

"I guess they need to take a bath," said Herman.

"Yes," said Miss Green. "I guess they would need to take a bath to smell clean. Also, they need to wash their clothes. Clothes sometimes smell bad, too. Herman, how often do you take a bath?"

"I don't know. Mostly on Sunday mornings if I go to church," said Herman.

"Do you think that is often enough to be really clean?" asked Miss Green.

"I don't know," said Herman.

"You could take a bath more often, couldn't you?" asked Miss Green.

"Sure, I could if I wanted to," said Herman.

"Will you do something for me, Herman?" asked Miss Green. "Will you go home and take a bath before you go to bed?"

"Do you think I smell bad, Miss Green?" asked Herman.

"Yes, today I think you need to take a bath," said Miss Green, "and be really clean for tomorrow. Put on clean clothes, too."

"I don't want to be dirty, Miss Green," said Herman. "I want people to like me."

"I thought you would understand," said Miss Green.

Herman did what Miss Green asked him to do. He was more careful about keeping clean every day.

Sarah still sits behind Herman. The teacher did not have to change Sarah's seat.

What would you have done if you were Sarah?

What would you have done if you were Miss Green?

What would you have done if you were Herman?

Do you bath often enough and wear clean clothes?

What are some ways you could be cleaner?

Find pictures for your Grooming Scrapbook:

- a. Find a picture that looks like Sarah.
- b. Find a picture that looks like Herman.
- c. Find a picture that looks like Miss Green.
- d. Find a picture of someone taking a bath.
- e. Find pictures to show what things help you keep clean (soap, towels, water, deodorants, etc.)

Put the pictures in your scrapbook and label them.

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME Self-Improvement

2. LESSON NAME Time Management

3. LESSON TIME 2 days

4. TEACHER SET-UP copies: time management packet, test

5. MATERIALS NEEDED

6. PERFORMANCE OBJECTIVES

A) TSWBAT demonstrate an appreciation for utilizing time management skills.

B)

C)

7. EVALUATION

8. SPECIAL NOTES

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
1) Time management	1) When not at work, the way we make use of our leisure time can be the most important on how productive and enjoyable our lives can be -what is leisure time? -why it is or isn't important to use our leisure time Benefits of leisure -relaxation -broadening interests -meet new people Types of leisure -academic -athletic -recreational -cultural -hobbies -others
2) Time	2) HANDOUT, read and Think about it!
3) Checklist	3) HANDOUT, explain and complete
4) Reading Schedules	4) HANDOUT, read and look over and then answer the questions related to the schedule
5) Managing Your Time	5) HANDOUT, read and complete. May want to do a sample on the board to make it clearer.
6) Test	6) HANDOUT, complete and turn in

DIVERSIFIED OCCUPATIONS I

TIME

If you had a bank that credited your account each morning with $86,400.00 carried over no balance from day-to-day, allowed you to keep no cash in your account, and every evening cancelled whatever part of the amount you had failed to use during the day, what would you do? Draw out every cent, of course! Well, you have such a bank, and its name is "TIME". Every morning it credits you with 86,400 seconds. Every night it erases whatever part of this day you have failed to invest to good purpose. It carries over no balance. It allows no overdrafts. Each day it opens a new account with you. Each night it burns the records of the day. If you fail to use the day's deposits, the loss is yours. There is no going back. There is no drawing against the "tomorrow." You must live in the present - on today's deposits. Invest "time" to get from it the utmost in health, happiness, and success!

Think about it!

DIVERSIFIED OCCUPATIONS I

CHECKLIST

Initially: How do you use your free time? Check (✓) one box for each activity.

Finally : If you had the chance, how would you use your free time?

Academic	Never	Seldom	Sometimes	Often	Usually	Average Hrs/Week
Read a book						
Read a newspaper						
Attend a lecture						
Athletic						
Play on a school team						
Play on a rec. team						
Play on a pick-up team						
Recreational						
Camping						
Fishing						
Hiking						
Swimming						
Skiing						
Cultural						
Movie						
Play						
Concert						
Museum						
Zoo						
Hobbies						

DIVERSIFIED OCCUPATIONS I

READING SCHEDULES

Harold is so organized he even makes himself a schedule each week. Below is a schedule he made for himself for one week in October. Use it to answer the questions that follow.

		Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
A.M.	7:00		Jog w Ann	Jog w Fido		Jog alone		
	8:00	Jog w Bill	Work	Work	Work	Work	TGIF! Work	
	9:00	Read the Sunday Paper						Wash and wax car
	10:00		Meeting w Ms. O'dell					
	11:00			Wilson files due				
	12:00	Dinner at Mom's	Lunch out w Terri	Lunch out w Sam	Lunch in cafeteria	Lunch in cafeteria	Lunch w Mr. Wilson	Take Ann to football game
P.M.	1:00							
	2:00	Touch football at Barker's Field	Call VM Inc.		Meet w L. J. Barnes		Talk to computer programmer	
	3:00			Meet w J. Henderson		Call Wilsons in NY		
	4:00							
	5:00		Work out at YMCA	Supper at McDonald's		Supper at McDonald's	Swim at YMCA	
	6:00	Supper at home		Volleyball game vs. The Spikers	Supper at Mom's	Woodworking class at high school	Basketball game	Supper at home
	7:00	Watch ↓ TV	Supper & read the evening paper		Play chess w Dad			Take Ann to Movies
	8:00			Stop at Tony's with the team		Watch TV and read the evening paper	Supper w Bill at "Tony's"	
	9:00							
	10:00							

DIVERSIFIED OCCUPATIONS I

1) How much time did Harold plan to spend reading the paper on Sunday?

2) How many hours of the week did Harold set aside for jogging?

3) Harold did not plan to get home from the football game until 6:00 pm Saturday. Actually, he got home an hour and 20 minutes earlier than this. What time did he get home?

4) How much time did Harold spend at the YMCA Monday night?

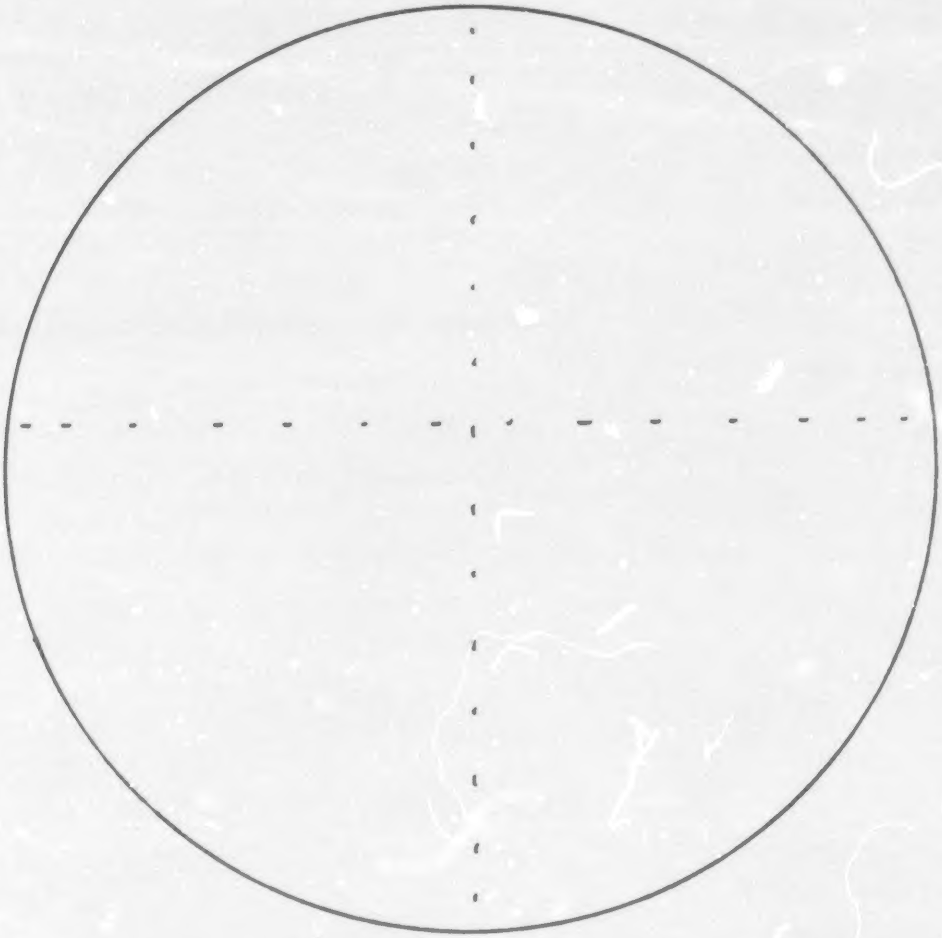
5) It takes Harold 15 minutes to get to work. What time should he leave the house each morning?

6) Harold went to sleep at 11:15 pm Wednesday evening. He woke up at 6:45 am the next morning. How much sleep did he get that night?

DIVERSIFIED OCCUPATIONS I

MANAGING YOUR TIME

Estimate the time spent on various activities during a typical day: sleep, grooming, school, work, homework, eating, watching TV, riding around, visiting with friends, talking on the phone, etc. The estimate of the number of hours need not be exact, but should add up to 24 hours. After you have completed the time circle, ask yourself if you can better use your time—and how!



DIVERSIFIED OCCUPATIONS I

UNIT #12

TEST

Match the vocabulary to the definitions by writing the definition number in the blank next to the right vocabulary word.

____hygiene
____time management
____posture
____leisure
____body cleanliness

1. using your time effectively
2. being free of dirt
3. keeping healthy, strong and clean
4. free time after you have your work done
5. the position of the body; how the body is held

How we appear to others often results in how people will feel about us.
TRUE or FALSE

Washing your hair and keeping it clean is not part of good grooming.
TRUE or FALSE

Posture tells a lot about how you feel.
TRUE or FALSE

You should wear real expensive ane elaborat accessories to work.
TRUE or FALSE

Fred has to be to school at 7:30 am. He takes 30 minutes to get ready, 10 minutes to eat, and 15 minutes to walk to school. What time does he have to get up?

You should drink how many glasses of water each day?
a. 1
b. 8
c. 95

You should use an effective deodorant each day.
TRUE or FALSE

DIVERSIFIED OCCUPATIONS I

You should brush your teeth five times a day and use dental floss once a month.

TRUE or FALSE

To a job you should wear:

a. suntan lotion
b. light scented cologne
c. strong smelling perfume

Your posture is:

a. how you sit and stand
b. your position on who should be president
c. how you smile

If you lean all over a desk, you look:

a. sloppy
b. neat
c. alert

Which of the following are types of leisure?

a. athletics
b. recreation
c. work
d. hobbies

Which of the following are benefits of leisure?

a. relaxation
b. meet new people
c. stress
d. broadening your interests

What type of deposit are you given each day that must be used completely that day and cannot be used later?

a. money
b. time
c. friends

DIVERSIFIED OCCUPATIONS I

UNIT 13

Human Relations

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME Human Relations
2. LESSON NAME Getting Along With Others
3. LESSON TIME 1 day
4. TEACHER SET-UP Copies: pretest, vocabulary, Moody Marge, How to Lose Friends, How you get along with others, Vocabulary Puzzle , What am I like?, Courtesy in the Community
5. MATERIALS NEEDED
6. PERFORMANCE OBJECTIVES

   A) TSWBAT explain how individual behavior has an impact on other people

   B) TSWBAT answer related questions.

   C)
7. EVALUATION
8. SPECIAL NOTES Bulletin Board Idea—have each student make a small poster of a put-down and put all of them on the board Speaker Possibility—Sue O'Neil on put-downs (get phone # from Dee Webster at W-DECA office)

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
1) Pretest	1) HANDOUT, complete and turn in
2) Vocabulary	2) HANDOUT, give definitions
3) Getting along with others	3) Discuss how emotions/moods effect yourself and others -when someone is in a grumpy mood, how do you find yourself acting? -do you feel different about your teacher/subject depending on the teahcer's mood? -which mood would be easier to learn or work with? -how does your behavior affect your ability to get along with others? -do you feel your behavior influences your relationships with others?
4) Vocabulary Puzzle	4) HANDOUT, complete
5) Moody Marge	5) HANDOUT, read
6) How Well Did You Read?	6) HANDOUT, complete using 5
7) What Am I Like?	7) HANDOUT, complete
8) Courtesy In The Community	8) HANDOUT, read and talk about experiences students have had that are similar and how they felt.
9) How You Get Along With Others	9) HANDOUT, complete and discuss
10) How to Lose Friends	10) HANDOUT, complete and discuss

DIVERSIFIED OCCUPATIONS I

UNIT #13

PRETEST

Match the vocabulary words to the definitions by placing the definition number in the blank next to the right vocabulary word.

____Respect
____Rights
____Authority
____Put-downs
____Accept
____Differences
____Leadership

1. agree to the truth of
2. say something that hurts anotherperson
3. way or amount in which things vary or are not the same
4. admire; honor; care; considerations
5. a person who leads
6. the people in charge
7. a privelege

8) Circle the word that does not belong.
aid ignore help assist

9) Put-downs make you feel:
a. good
b. hurt

10) Respecting authority shows leadership skills.
TRUE or FALSE

11) Write a paragraph on how you feel about put-downs.

DIVERSIFIED OCCUPATIONS I

UNIT #13

VOCABULARY

1) RESPECT

2) RIGHTS

3) AUTHORITY

4) PUT-DOWNS

5) ACCEPT

6) DIFFERENCES

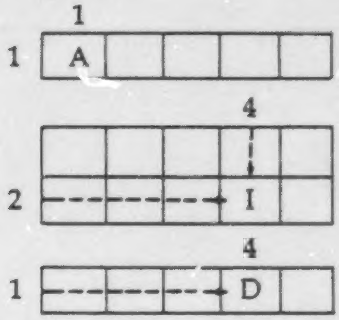
7) LEADERSHIP

DIVERSIFIED OCCUPATIONS I

VOCABULARY PUZZLE

To solve these problems use the chart below.

Example:



11 Becomes A

24 Becomes I

14 Becomes D

	1	2	3	4	5
1	A	B	C	D	E
2	F	G	H	I	J
3	K	L	M	N	O
4	P	Q	R	S	T
5	U	V	W	Y	Z

11-24-14 Becomes AID

Change the numbers into a vocabulary word.

1. to help, aid 11-44-44-24-44-45 ______________________
2. a small routine task 13-23-35-43-15 ______________________
3. express approval 41-43-11-24-44-15 ______________________
4. truthful, trustworthy 23-35-34-15-44-45 ______________________
5. gloomy, sullen 33-35-35-14-54 ______________________
6. having an agreeable manner 41-32-15-11-44-11-34-45 ______________________
7. supporting, helping 21-43-24-15-34-14-32-54 ______________________
8. associate, comrade 13-35-33-41-11-34-24-35-34 ______________________
9. full of warm, pleasant feelings 13-23-15-15-43-21-51-32 ______________________
10. assured, certain 13-35-34-21-24-14-15-34-45 ______________________

DIVERSIFIED OCCUPATIONS I

MOODY MARGE

I guess I've always been moody. My sister used to call me "Moody Marge." I can't help it. When I'm feeling down about something, it shows. And I don't try to help it. Why should I? If other people know I'm feeling blue, they'll be extra nice to em. Or else they'll stay out of my way.

Like MaryAnn at the office. All I have to do is look at her funny and she jumps. And I've only been working there two weeks!

The other girls in the office are okay. Betty is in charge of us, but she's not real bossy about it. She just makes sure we get our work done.

I make sure I get my own work done. I want to keep this job. Lots of times I even get done with my work before five o'clock. Boy, do I feel good then. Of course, I would never leave early. But it's nice to have a half an hour or so with nothing to do.

That's why Sue makes me so mad. She seems to think when I get done with my work I should help her do hers! Can you believe that? I will agree that she has a big job and a lot of work, but that's her problem. As long as I get my job done, that's all I care about.

The only problem is that Sue has the boss on her side. This morning about a half hour before lunch, I had finished my morning's work. I was taking a coffee break. Sue said she was really swamped and asked if I would type some letters for her. I acted as grumpy as I could. And of course I told her no. Who does she think she is anyway?

Then, wouldn't you know, she went to see the boss. A few minutes later he came and told me that for the rest of the day I was supposed to help with Sue's work.

To top it all off, MaryAnn, Sue andBetty went out to lunch and they didn't even ask me to go along. Some friends! I said I wanted to keep this job, but now I'm not so sure. Maybe I'd like it better some place else. I would like some place where people are friendlier.

HOW WELL DID YOU READ?

1) Marge
   a. is a friendly person
   b. is grumpy when she feels like it
   c. is often smiling
2) Marge doesn't think
   a. she should have to do Sue's work
   b. Betty is very nice
   c. Sue has very much to do
3) The boss said
   a. Sue could take some time off
   b. Sue should do her own work
   c. Marge should help Sue
4) The girls didn't ask Marge to go to lunch because
   a. they knew she was on a diet
   b. she was so unfriendly
   c. they were in a hurry

Three of the words in each group below mean almost the same thing. One word means something different. Find the word that does not belong and circle it.

1) grumpy moody pleasant unfriendly
2) friends pals companions enemies
3) employee boss supervisor employer
4) assist ehlp ignore aid
5) begin finish end complete
6) job task study chore

Think about it. Marge thinks maybe she should find a job where the people are friendlier. Do you think things would be different for Marge at another job? Why or why not?

DIVERSIFIED OCCUPATIONS I

WHAT AM I LIKE?

	Yes	Often	Sometimes	Almost Never
I mind my parents				
I say "Please" and "Thank-you"				
I like people				
I like my neighborhood				
I like the students at my school				
I like my family				
I see good in other people				
I trust others				
I help at home				
I keep my temper				
I like to work with others				
I have good table manners				
I feel that people are friendly				
I try to see that others have a good time				
I obey the school rules				
I obey traffic rules				
I am polite to teachers				

DIVERSIFIED OCCUPATIONS I

COURTESY IN THE COMMUNITY

Mrs. White is sixty years old. She is shopping downtown. Right now she is ready to cross Fannin Street at McKinney going towards Main Street.

It has just been raining and the streets are wet. Mrs. White very carefully starts to cross the street. She is slow and the traffic light changes to STOP before she gets all the way across.

A car with an impatient driver pulls so close to Mrs. White that she becomes scared. She stops and looks, too frightened to move.

Pete is standing on the curb. He is waiting to cross. He sees Mrs. White and steps into the street to help her. He helps her to the curb.

"Now you'll be all right," said Pete. "Some people just can't wait."

"Thank you, young man," said Mrs. White. "That driver just about scared me to death. I didn't see him coming. I thought he was going to run over me. What's you name?"

"My name is Pete Garcia," said Pete.

"Well, thank you again, Pete," said Mrs. White, "and tell your mother she has raised a very courteous young man."

"Thank you, ma'am," said Pete. "I'll tell her. Sometimes she thinks I've a lot to learn about courtesy. I know the driver of that car wouldn't think I was so courteous. I'd like to tell him a thing or two. Someday he might not stop quick enough and he'll hurt someone."

"It probably wouldn't do any good to talk to him," said Mrs. White. "He'd just talk smart."

"Where are you going, ma'am?" asked Pete. "I'm going down Fannin towards the light and power company."

"I'm going to the dime store," said Mrs. White.

"You'll be all right, then," saide Pete. "There is a WALK light at Main Street. The cars have to wait for their light."

"Yes, I'll be all right now," said Mrs. White. "Goodbye, Pete."

"Goodbye, ma'am," said Pete. "Be careful."

Mrs. White goes on towards Main Street. Pete crosses McKinney and goes towards the light company.

DIVERSIFIED OCCUPATIONS I

HOW YOU GET ALONG WITH OTHERS

A successful person should know how to get along with others. By the results of this self test, you will see how you are doing. Check your answers.

1) You meet a person you immediately do not like. You would:
    a. try to find a topic of conversation of common interest
    b. avoid the person
    c. try to put him or her in his place
2) You are offered a job for which you are not fitted. You would:
    a. admit your inadequacy and offer to learn on the job
    b. refuse to try
    c. try to bluff through it
3) When dealing with people, such as salespersons or waitresses, you:
    a. usually smile and say something pleasant
    b. are nice if they are pleasant to you
    c. treat them impersonally
4) You have been overcharged in a store. You would:
    a. ask the salesperson to re-check the bill
    b. pay the bill without saying anything
    c. tell the salesperson he has cheated you
5) When you meet a person who is badly crippled, you:
    a. treat the person as you would anyone else
    b. go out of your way to be especially nice
    c. try to avoid him or her
6) A friend has just bought a suit which you think is unbecoming. He or she asks if you like it. You would say:
    a. "I think you'll be happy with it"
    b. "How's the weather today?"
    c. "It looks terrible"
7) You honestly feel that you:
    a. are interested in most people
    b. are only really comfortable with your own clique
    c. are bored by most people

8. In a store you are in no hurry, but the person after you is rushed, you:
    a. suggest that the person go ahead of you
    b. make your selection because it is your turn
    c. take an extra long time just to calm him or her down

9. When you meet people of different races or religions, you:
    a. consider them as human beings much like yourself
    b. have a secret feeling of fear
    c. are convinced your way of life is superior

10) After a picnic you find there is no trash basket. You would:
    a. take the papers, bottles, and food home with you
    b. try to hide the trash on the property
    c. leave it on the ground

Scoring

Give yourself 5 points for every "a" answer, 3 points for every "b" answer, and no points for every "c" answer. Add up your score.

Analysis

35 to 50 points: You are very good in your relationship with others because you respect others and greet them with interest and courtesy. You are liked by your friends and those with whom you deal in a casual way.

18 to 34 points: You do very well with others most of the time, but you are sometimes self-centered and forget to put yourself in the other person's shoes. Try working toward more of those "a" answers, andyou will find that living is more pleasant than it is now.

0 to 17 points: You are having trouble--either because you are too shy or too aggressive. You know which! Good human relationships are like anything else in life; they take practice. Select someone you know who is truly gracious. Analyze his or her actions, then adapt those traits to your own personality.

DIVERSIFIED OCCUPATIONS I

HOW TO LOSE FRIENDS AND ANTAGONIZE PEOPLE

The items listed below are based on the results of hundreds of answers to the question "What habits and attitudes cause you to dislike people?" If the statement is true to you, circle T. If the statement is false to you, circle F. BE HONEST!!!

T F 1. I talk too loud a voice in public
T F 2. I make audiable sounds while I am eating or drinking
T F 3. I use profanity when I am angry
T F 4. I sneeze and cough in the presence of others without covering my mouth and nose with a handkerchief
T F 5. I remain seated when talking to an elderly person who is standing
T F 6. I rush through doors, into elevators, etc., without consideration of the rights and feelings of others
T F 7. I am egotistic and conceited
T F 8. I am convinced that my opinion are usually the only correct ones
T F 9. I am habitually too grouchy
T F 10. I am the "crybaby" type
T F 11. I am too quick tempered
T F 12. I feel that I am inferior to most people
T F 13. I am too serious most of the time
T F 14. I am too frivolous and giddy
T F 15. I am a typical "smart aleck" and "wise guy"
T F 16. I am narrow-minded and intolerant
T F 17. I use foul language, "Gutter talk"
T F 18. I yawn audibly and visibly at lectures
T F 19. I am a habitual and confirmed gossiper
T F 20. I am a liar. My word frequently cannot be relied upon
T F 21. I am habitually tardy
T F 22. I am careless and frequently fail friends and acquaintances
T F 23. I am frequently sarcastic
T F 24. I am sometimes dishonest in little ways
T F 25. I am rude and discourteous

BEST COPY AVAILABLE

T F 26. I am usually selfish, thinking of myself FIRST
T F 27. I am a habitual borrower
T F 28. I am careless of other people's property
T F 29. I am a stingy "tight-wad"
T F 30. I talk too much
T F 31. I am usually lacking in tact
T F 32. I am a human clam - don't talk enough
T F 33. I think practical jokes are great fun
T F 34. I am mentally lazy
T F 35. I habitually put things off
T F 36. I am no conversationalist
T F 37. I am deceitful and tricky

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME Human Relations
2. LESSON NAME Accepting Differences in Others
3. LESSON TIME 2 days
4. TEACHER SET-UP Copies: Good Manners.
5. MATERIALS NEEDED
6. PERFORMANCE OBJECTIVES

   A) TSWBAT behave in a satisfactory manner on accepting and responding to differences in others.

   B)

   C)
7. EVALUATION
8. SPECIAL NOTES

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
1) Accepting differences in others	1) Discussion on differences in people such as height, age, hair, race, religion, etc.
2) Similarities in people	2) Discussion on similarities such as age, nationality, etc. -differences don't really influence behavior and performance -people should be accepted on an individual basis
3) Good Manners	3) HANDOUT, read and discuss. Have them write about a similar experience on the back. Ask them to think about how the person the conflict was with was different or similar to them. Complete the questions at the end of the story.

DIVERSIFIED OCCUPATIONS I

GOOD MANNERS

Alex and John are going to the swimming pool.

John says, "Maybe Mary and Sarah will be at the pool today. Sarah says Mary likes you."

"Mary likes Bert," said Alex. "I didn't think she liked me."

"You never can tell about girls," said John. "They're full of surprises."

"I think Mary is fun," said Alex. "She talks a lot. Sometimes she talks too loudly. Sometimes she's too rowdy and pushes people around."

"I don't like the loud ones," said John. "Theyembarrass me."

"Maybe we can get a group together and go swimming," said Alex. "People don't notice noise at a pool so much. Mary would be lots of fun."

"I guess that would be all right. I don't want to be near her at a dance," said John. "I wouldn't want to be near her if we were inside."

"She's so much fun," said Alex. "It's too bad she's so noisy."

"Maybe Sarah can talk to her," said John.

The boys come to the swimming pool. They go in the water and start to play.

"Look out, Alex," said John. "Here comes someone under the water."

A boy comes up out of the water and says, "Why don't you look where you're goint?"

"I'm sorry," Alex said. "I didn't see you."

"That's OK," said the boy. "I guess I should be more careful in this crowded pool."

"Look who's over there," said John. "Look over by the rope."

"It's Mary and Sarah," said Alex. "Let's go over there."

"Well, all right," said John, "but if Mary acts up, I won't stay over there."

The boys swim over to the rope.

"Hi, Sarah," said John. "Hi, Mary."

"Hi, John," said Mary. "I wondered if you would come today."

"Hi, Mary," said Alex. "Hi, Sarah."

"Well, look who's here," said Mary. "Now we'll have some fun."

Mary splashes water on Alex. Alex laughs and splashes her, too.

The four have fun together. Sarah watches Mary and Alex. She knows Mary likes Alex. Sarah is hoping Mary will be more quiet that she usually is.

Mary is quieter and not so rowdy today. She is hoping Alex will like her. She tries to act more like Sarah.

After a while the girls are ready to leave.

"We've been here long enough," said Sarah. "I have to be home before five o'clock."

"Mary, will you be her tomorrow?" sais Alex. "I like coming here to swim. This has been fun."

"I am planning to be here tomorrow," said Mary. "I had fun, too."

"I'll phone you tonight, Sarah," said John.

"Goodbye," said Mary.

"Goodbye," said Alex.

The girls leave.

Alex said, "Mary was OK today. I had lots of fun."

"Yes, Mary can be fun. She just needs to remember to be fun—not loud," said John.

Why didn't John want to be near Mary at a dance?

When did Alex say he was sorry?

Why was Mary more quiet and not so rough at the pool?

List some things that you think of as good manners.

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME Human Relations

2. LESSON NAME Leadership/Group Planning

3. LESSON TIME 1 day

4. TEACHER SET-UP Copies: Scrambled Syllables Puzzle, The Balance of Nature

5. MATERIALS NEEDED

6. PERFORMANCE OBJECTIVES

A) TSWBAT describe the importance of effective leadership and group planning.

B)

C)

7. EVALUATION

8. SPECIAL NOTES

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
1) Leadership/group planning	1) -Many times a group of people work together to accomplish a specific task. How well that task is accomplished rests with the person who volunteers or is assigned to lead the group in planning the necessary activities. -under the leader's influence the group: -determines the objective and desired results -determines what needs to be done to accomplish the task -the leader then assigns or asks for volunteers to carry out specific tasks -the leader coordinates the activities -the group carries out the task through the efforts of each person -give examples and ask for examples -such as putting on Homecoming, a dance, etc.
2) Scrambled Syllables Puzzle	2) HANDOUT, complete
3) The Balance of Nature	3) HANDOUT, read and discuss

DIVERSIFIED OCCUPATIONS I

SCRAMBLED SYLLABLES PUZZLE

Put the syllables in the correct order.

1) for in tion ma ________________
2) tion di rec ________________
3) per whis ________________
4) plete con ________________
5) ly ex act ________________
6) cide de ________________
7) range ar ________________
8) con ulate grat ________________
9) cess suc ________________
10) gan ize or ________________

Match the words with their definitions.

1) to reach a decision ________________
2) accurately, correctly, precisely ________________
3) to arrange, establish, institute ________________
4) to put in order ________________
5) to rejoice at, celebrate ________________
6) to speak very softly ________________
7) an informing or being informed ________________
8) favorable outcome or result ________________
9) ended, finished, concluded ________________
10) the line in which a moving person or thing goes ________

____

decide exactly organize arrange congratulate
whisper information success complete direction

DIVERSIFIED OCCUPATIONS I

THE BALANCE OF NATURE

Once upon a time there was a sun. The sun was very bright and powerful and shiny. He would shine all day and spread his penetrating warmth out into the atmosphere.

Once upon a time there was also a cloud. The cloud was very carefree, and conforming. He blew wherever his heart told him to blow..floating aimlessly and carelessly aroung from one side of the sky to the other.

And once upon a time there was some grass. The grass was tall and willowly. He blew one way, and then the other. Then he would grow for a while, and then rest a while. He covered the earth with a glorious bed of greenness for all to enjoy.

And, also, once upon a time there was some rain. The rain was cool and refreshing and at the same time the rain could be powerful and mean adding hail to his torrents.

Finally, once upon a time there was a rock. The rock was heavy and solid. The rock was immovable. The rock sat in the same spot all day long and all night long.

One day, the Creator of all these elements of nature decided it was high time these five personalities got it together and formed a balance of nature... where all could live harmoniously together, nurturing each other and themselves.

So, one day the sun and the grass, the rain and the cloud, andthe rock all got together to brainstorm about how they could work cooperatively together.

Unfortunately, there was much turmoil and stress resulting from this meeting. The sun was determined to continue to shine as long and as hard and as bright as before...no matter how dry and shriveled the grass became. The rain wanted only to be a cool refreshing rain. He did not want to travel, as partners, with thecloud. And the spacey cloud only wanted to be a warm southern breeze, and never a cold northern wind. On top of all this, the rock wanted to sit... in his spot...at the top of the world...not moving...not changing...only stubbornly sitting, killing all the grass beneath him.

And, so, each returned, after the meeting, to his part of the earth. The sun shined so brightly he burned himself out while the grass shriveled beneath his powerful blaze. The rain fell only where he wanted and the cloud blew wherever his free spirit told him to. Soon, the cloud became lost in space, while the rain dryed out. And the rock...the stubborn immovable rock, sat on the top of the earth and eroded away to nothing.

No one cooperated, no one gained, and everyone lost.

1

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME Human Relations
2. LESSON NAME Respecting the Rights of Others
3. LESSON TIME 1 day
4. TEACHER SET-UP Copies: Courtesy at Home, It's My Stereo, What's Getting Along...., Painful Put-downs
5. MATERIALS NEEDED construction paper, felt pens
6. PERFORMANCE OBJECTIVES

   A) TSWBAT identify ways in which we may inhibit others' rights without intending to.

   B) TSWBAT describe the importance of respecting the rights of others.

   C)
7. EVALUATION
8. SPECIAL NOTES

DIVERSIFIED OCCUPATIONS I

	CONTENT OUTLINE		PROCEDURES
1)	Respecting Rights of Others	1)	-introduce concept of rights by referring to the Bill of Rights -these philosophies from our nations beginnings influence our beliefs today on human rights -compare to life in countries in which people have no rights -list ways they respect rights of others -right to privacy, right to fair treatment, right to consideration, right to respect, etc -list ways in which we may interfere with others' rights at school, home and work -how would you feel if your rights were not respected?
2)	Courtesy At Home	2)	HANDOUT, read, discuss and answer questions at the end.
3)	It's My Stereo--It's My Right	3)	HANDOUT, read
4)	How Well Did You Read?	4)	HANDOUT, complete using 3
5)	What's Getting Along With Others All About	5)	HANDOUT, discuss and complete
6)	Painful Put-Downs	6)	HANDOUT, discuss and complete
7)	Put-down posters	7)	Have students gets in groups of four and design and make a poster about put-downs--have them use their leadership skills. Use their posters for the bulletin board!

DIVERSIFIED OCCUPATIONS I

COURTESY AT HOME

Bert likes to play tennis. He has bought an expensive tennis racket. Tomorrow he is playing in a contest. He has been looking for his racket.

"Mother, where's my tennis racket?" said Bert. "I can't find it anywhere."

"Where did you put it?" asked Mother.

"I was sure I put it in my closet," said Bert, "but it isn't there. Where is it?"

Bert's sister Helen comes into the room.

"What's the matter?" asked Helen. "What can't you find now?"

"My tennis racket! That's what I can't find," said Bert. "Do you know where it is? I have a game tomorrow and need to practice this afternoon."

Helen looked ashamed as she said, "I borrowed it yesterday, Bert. One of the strings broke. I meant to tell you."

"Meant to tell me!" shouted Bert. "You mean you should have asked to borrow it in the first place."

"Now, Bert," said Mother. "Shouting won't fix your racket. Let's see what can be done. Helen, you really should have asked Bert about using his racket."

"I know I should have asked him," said Helen, "but Bert wasn't here. You weren't here either, Mother."

"You shouldn't have borrowed it then," said Bert. "And another thing—why did you forget to tell me about the broken string?"

"I was afraid to tell you," said Helen. "I knew you would be mad. I'm really sorry and I'll pay for a new string."

"I hate to take time to put a new string on it now, but I guess I'll have to," said Bert. "Be sure to ask next time you want to borrow it."

"Don't worry. I'll remember," said Helen.

"You need to remeber two things," said Mother. "First, you need to ask permission and, second, you need to learn to take special care of things you borrow."

"That's right," said Bert. "If you don't take care of my things when you borrow them, I won't lend them again."

DIVERSIFIED OCCUPATIONS I

"I guess I should take special care of things I borrow just because you are kind enough to lendthem," said Helen. "Can I help you in any way?"

"Yes, you can," said Bert. "You can go to the store and buy me a new string."

"All right," said Helen. "I'll go right now."

Have you ever had an experience like this?

Write a short paragraph telling about it and how you handled it.

DIVERSIFIED OCCUPATIONS I

IT'S MY STEREO—IT'S MY RIGHT!

Sherry and Jan lived in an apartment house near Wayne State College. Many of their neighbors were students. The two girls, though, worked at a shopping mall. They were very popular, and often friends and people from work came over to their parties. These parties sometimes would last until three or four in the morning. The girls didn't have to be at work until noon. Even noon was to early for them sometimes; they thought of themselves as night people.

Jan loved music. They both did, but Jan knew more about hi-fi. She read all the charts on sound systems from many different companies. She knew exactly what would give her to best quality sound at any volume. As you might guess, she had one of the best home stereo systems money could buy. She was proud of it, too. Jan didn't mind showing it off a little when friends came over. At their late-night parties, sometimes Jan and her roommate would put of the latest rock groups and turn the stereo up as loud as they could. The speakers could handle any volume. And soon they would get a call from a neighbor who was studying. Someone would turn it down. For a while this was fine, but then it would be turned up again.

There were many students in their building. The girls received calls almost every night. It was getting to be a habit. The angry neighbors called at all hours; some were trying to study, some were trying to sleep. Jan told Sherry that it was their freedom to do anything they pleases. They had as much right to listen to music as the others had to sleep. Soon, the neighboers talked to the landlord and he put a note on their door. It said:

> Please try to be more considerate of your neighbors. Very loud music rings through this building and is disturbing to the other tenants. This is not permitted in your lease. You may be told to leave if this continues.
>
> Your landlord, U.W. Smith

The next few days weren't too bad. On the weekend, though, the police came and warned them that they were disturbing the peace. They did not give them a fine but said that the next time it happened it would cost them $25. Jan argued that it was her right to play her stereo. She was cocky with them and slammed her door. The neighbors called them again during the week when there was a really loud and late party. Sherry hung up on them.

Two days later the landlord came to the door. He had the same policmen with him. He read the part of the lease that said that loud noise was not allowed. The police were there to make sure that the girls received the notice from Mr. Smith. They were ordered to leave because they broke their lease. Mr. Smith gave them two weeks to find another place to stay.

HOW WELL DID YOU READ?

1) Jan and Sherry wouldn't turn their music down because
    - a. the volume knob was broken
    - b. they wanted to annoy the neighbors
    - c. they felt they had a right to play it as loudly as they wanted
2) The next thing that happened after the landlord left a note was
    - a. the police came
    - b. one of the neighbors came to the door
    - c. the landlord kicked them out
3) The landlord could kick them out because
    - a. he didn't like them
    - b. they had broken the rules of the lease
    - c. they wouldn't pay their rent

Do you think Jan and Sherry were right in playing their stereo so loud? Why or why not?

What are some things Jan and Sherry should consider and look for when trying to find a new place to live?

DIVERSIFIED OCCUPATIONS I

WHAT'S GETTING ALONG WITH OTHERS ALL ABOUT?

Sometimes a worker puts down other workers just to see them get mad. What could you do in each of these stories instead of getting mad?

1) You dropped a garbage bag and it broke. Someone said, "How did you get hired? You must be realted to the boss."
WHAT COULD YOU SAY OR DO?________________________________

2) You just started working at a grocery store. You were taking out groceries to the parking lot. Another worker who was just leaving yelled, "Hey ugly! Did you get that face for Halloween?"
WHAT COULD YOU SAY OR DO?________________________________

3) You missed work one day because you had a bad cold. The next day, a worker said, "Hey, we were glad you weren't here yesterday. We really got a lot done."
WHAT COULD YOU SAY OR DO?________________________________

4) You are pretty good at making change. This morning, though, you made a mistake and another worker said, "You're supposed to collect the money, dummy, not give it away!"
WHAT COULD YOU SAY OR DO?________________________________

Others hear put downs too!
In story #3 above, a worker said, "Hey, we were glad you weren't here yesterday. We really got a lot done."
A customer, the boss, and other workers all heard the put-down.
What do you think the customer might think, do, or say?____________
____
What do you think the boss might think, do, or say?______________
____
What do you think other workers might think, do, or say?__________
____

PUT-DOWN REPELLENT!!! You can't buy this spray in a store. But you can get rid of put-downs if you can LAUGH it off, TALK to your boss, IGNORE it, REMIND yourself that PUT-DOWNS ARE FOR PUNKS!

DIVERSIFIED OCCUPATIONS I

PAINFUL PUT-DOWNS

A put-down can make you feel like you've gone through a buzz-saw. Think of some of the put-downs you have heard. Write them down here.

To answer the questions below, describe what has happened at work. If you don't have a job right now, describe a put-down about working on homework, a chore at home, or some other job.

1) What happened the last time you got put-down?

2) How did it make you feel?

3) Do you like that person?

4) What happened the last time you put someone else down?

5) How do you think it made that person feel?

6) Do you think that person likes you?

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME Human Relations
2. LESSON NAME Responding to Authority & Acceptance of Authority
3. LESSON TIME 2 days
4. TEACHER SET-UP Copies: Get off my back, Who's the boss here, Test
5. MATERIALS NEEDED
6. PERFORMANCE OBJECTIVES
   A) TSWBAT explain why and how he or she should respond to authority.
   B) TSWBAT demonstrate the proper acceptance of duties given by a superior in a job situation.
   C)
7. EVALUATION
8. SPECIAL NOTES

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES

1) Responding to authority	1) -there are often times when a person of authority (boss, supervisor, teacher) will ask us to perform certain tasks. Some we will agree with and others we will not. How we respond is of utmost importance to how we will feel, and our response will also affect the type of future working relationship we'll maintain.
	-acceptable responses to authority
	  -agreement
	  -expression of disagreement, shown tactfully and respectfully
	-incorrect responses to authority
	  -unintelligible answer
	  -ignoring
	  -disobedience

2) Get Off My Back	2) HANDOUT, read
3) How Well Did You Read?	3) HANDOUT, complete using 2

4) Acceptance of authority	4) -define proper authority
	-discuss:
	  -orders from boss
	  -orders from co-workers
	  -orders from friends
	  -orders from teachers
	  -orders from parents

5) Who's The Boss Here?	5) HANDOUT, read
6) Oops!	6) HANDOUT, complete using 5
7) Test	7) HANDOUT, complete and turn in

DIVERSIFIED OCCUPATIONS I

GET OFF MY BACK

I was fired today, but it really doesn't matter to me. I didn't like the job anyway. Really, the work wasn't too bad. I just couldn't get along with Mr. Hanley, my boss. He always had me doing the worst jobs. I was beginning to geel like I was his personal slave. Whenever there was something to be done that was dirty or extra hard, he'd say, "John, take care of that for me." I was getting sick of always being the one who had to "take care of" things for him. After all, there were six other people working for him.

The place where I worked was a frozen custard stand. In the back they sell hamburgers. I only started three months ago. Mr. Hanley had me cooking hamburgers and serving at the back windows. Anytime he would see me standing around he'd say, "John, take care of the trash for me." This meant I had to walk around the parking lot and pick up all the paper cups and straws and things. Just because the others had been working there longer than me, they didn't have to do that. I don't think that's right.

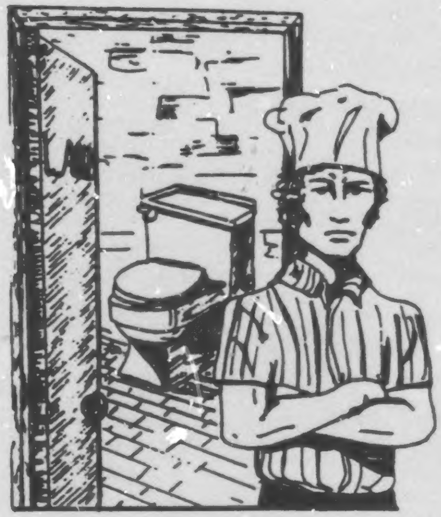
Another thing was the rest rooms. You know what that's like. Every morning: "John, how about takingcare of the rest rooms." I was hired to cook French fries and hamburgers, not to be a janitor! Sometimes I would cook 20 hamburgers at a time. That way I would have enough ready so that I could take a break just for a little while. You know, I'd have a cigarette or something. But no, as soon as Mr. Hanley saw me sitting down it was, "Take care of the windows," or "Take came of the Coke machine."

Finally it came to a show down. Mr. Hanley called me into his office. He said some of the other employees had told him I was unhappy. So I told him that I shouldn't have to do all the dirty work. "It's part of the job," he said. I asked him why none of the others had to do the extra jobs. He said that the longer you work for him, the better the jobs you get. He also told me that thenext time something was bothering me I should tell him right away.

All my anger was really built up. As I walked out of his office, Mr. Hanley told me to mop the kitchen. I flew off the handle andtold him "No!" He smiled andtold me to calm down. I said, "Will you quit dumping your rotten jobs on me? I'm not your flunky! Get off my back!" Everyone in the whole place heard this.

Mr. Hanley stood there, stared for a minute, and then said, "John, punch the time clock; you're fired."

By that time, I didn't even care. It wasn't right for him to expect me to do that much. I had to let him know how I felt. Anyone would. Wouldn't you?



DIVERSIFIED OCCUPATIONS I

HOW WELL DID YOU READ?

1) At work, John had to
   a. park the cars
   b. sit around with nothing to do
   c. do all the extra jobs
2) The boss knew John was unhappy because
   a. John never smiled
   b. the other employees told him so
   c. John said he was going to quit
3) The boss fired John because
   a. John talked back to him
   b. John was lazy
   c. John didn't like doing all the extra work

Use words from the story to answer the following andfill in the puzzle.

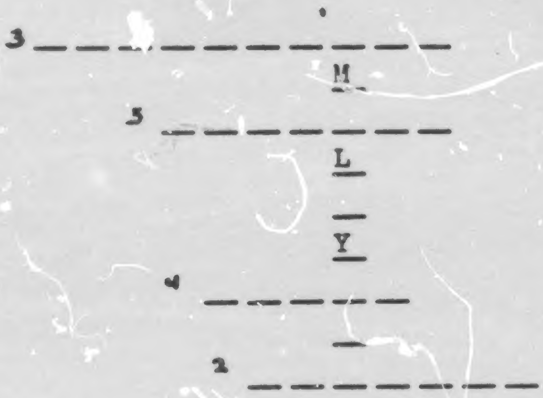
1) People who work for Mr. Hanley. ______________________

2) John worked at a __________________stand.

3) John cooked____________________.

4) Word that means you lost your job.________________

5) John was__________because he always had to do the odd jobs.



DIVERSIFIED OCCUPATIONS I

WHO'S THE BOSS HERE?

Let me tell you a little story. You can take it anyway you want. You might see something in it thatcould come in handy at some time in your life. Maybe if someone had told me a story like this, I wouldn't have messed things up so badly.

I was working for a construction outfit in Florida. It was close to Pompano Beach. They were building "condos" like crazy. That means condominiums, but hardly anybody called them that—too long a word. Anyway, these are apartment buildings. People, instead of renting, buy their apartments. This was a very popular way of doing things there. All up and down Federal Highway and Sample Road you could find almost a hundred of these condos going up.

Now, the most important reason for building a condo is that it doesn't use up much space. You can put 20 "units" together in one building the size of an apartment house. The second is that they can be built in about two months—foundation to chimney—complete. This means that there is a lot of money to be made. Each apartment or "unit" costs almost as much as a house. And when you can build 20 in two mouths, we're talking about quick cash.

As youmight have guessed, everything was in a rush on the job site. The supervisor made our boss push us pretty hard. That's kind of rough on a person in the Florida sun in the summer. But the pay was real good, so we didn't mind too much.

There were times when I thought the supervisor was skimping. I mean that he was not doing all the things the blueprints called for. I knew, for instance, that there wasn't enough concrete in the patios. The plans called for five inches. I think we poured three, maybe three and a half. I couldn't really tell whether he was cheating or not. That's what got me into trouble.

Every concrete column and beam has steel bars in it to keep it from cracking. I was building the form for one of these, and we were in a hurry. The forms were made of plywood, and the concrete was poured right into it. After it hardened, the wood was removed. As I was putting the steel bars in a form, one of the other worker yelled to me. He said that the concrete trucks were on the way. "Forget about the stell," he said. Knowing how the company often cut corners, I thought that he was sending orders from the boss. I left it alone and forgot all about it. We poured the concrete that afternoon. In fact, I did the pouring.

That was on Friday. I was fired on Monday. When we took the forms off of that concrete, half of it crumbled. It couldn't hold its own weight. Pulling the plywood off caused it to crack. The supervisor yelled and screamed and told me how much money it cost him. He said I should have known better—never leave the steel out. I told him I just assumed it was another way of saving money for the company.

It cost him a few hundred dollars; it cost me my job. I don't think I'll be too quick to assume any instructions from now on. I should have known better than to listen to that other worker. I should have checked with the boss. Oh well—stupid mistake—it won't happen again. I guarantee it.

DIVERSIFIED OCCUPATIONS I

OOPS!

How well did you read? Complete the following sentences.

1) Condominiums are
   - a. houses people rent
   - b. apartments people buy
   - c. homes on wheels
2) The concrete columns in the condos
   - a. were reinforced with steel
   - b. often crumbled in warm weather
   - c. were strong enough to stand without being reinforced
3) The worker was fired because
   - a. he listened to another worker
   - b. he didn't know how to build condos
   - c. he was lazy

Use the following vocabulary words to fill in the blanks in the sentenances below. Not all the words will be used.

construction
condominium
popular
site
supervisor
concrete
column
assumed
guarantee
relaying

1) This empty field is the____________of our town's new shopping mall.
2) The army marched in a single, straight___________through the forest.
3) The weatherman can_________________us a sunny day tomorrow.
4) The___________________of the new highway caused a traffic jam.
5) Instead of renting an apartment, my uncle bought a_________________ by the ocean.
6) Soccer is a______________sport in South America.
7) The_____________________in our office has six people working under her.
8) The workmen poured________________for the foundation of the building.

DIVERSIFIED OCCUPATIONS I

UNIT #13

TEST

Match the vocabulary words to the definitions by placing the definition number in the blank next to the right vocabulary word.

_____Respect
_____Rights
_____Authority
_____Put-downs
_____Accept
_____Differences
_____Leadership

1. agree to the truth of
2. say something that hurts another person
3. way or amount in which things vary or are not the same
4. admire; honor; care; consideration
5. a person who leads
6. the people in charge
7. a privelege

1) Your behavior and moods influence others
   TRUE or FALSE
2) When will you get more work done
   a. when you are cheerful
   b. when you are moody
   c. when you are sleeping
3) Moody Marge had a problem with her
   a. diet
   b. attitude
   c. boyfriend
4) Which word does not belong
   grumpy moody pleasant unfriendly
5) List three ways people are or can be different
   a.
   b.
   c.
6) List three ways people are or can be similar
   a.
   b.
   c.

7) People should be accepted on as individual basis—for who they are.
TRUE or FALSE

8) What was the moral of the story "The Balance of Nature"?

9) A leader helps to keep a group organized and get the job done.
TRUE or FALSE

10) How would you feel if your right to choose a career was taken away. This means you would be told what career you had to have for the rest of your life

11) List three rights that you have that you value the most.
a.
b.
c.

12) Write a sample put-down.

13) How would you feel if someone said that to you?

14) Name a way to deal with put-downs without getting mad.

15) Which is an acceptable response to authority
a. ignoring
b. agreement
c. disobedience

DIVERSIFIED OCCUPATIONS I

UNIT 14

Knowing Yourself

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME Knowing Yourself
2. LESSON NAME Positive Thinking
3. LESSON TIME 2 days
4. TEACHER SET-UP Copies: pretest, vocabulary, See You At The Top, Loser's Limp, Check-up
5. MATERIALS NEEDED
6. PERFORMANCE OBJECTIVES

   A) TSWBAT identify their potential for success.

   B) TSWBAT compare negative and positive thinking.

   C) TSWBAT discover their own abilities.
7. EVALUATION
8. SPECIAL NOTES For more materials use "SEE YOU AT THE TOP" by Zig Ziglar!

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
1) Pretest	1) HANDOUT, complete and turn in
2) Vocabulary	2) HANDOUT, give definitions
3) See You At The Top!	3) HANDOUT, read, discuss and complete
4) Loser's Limp	4) HANDOUT, read, discuss and complete. See answer key for discussion ideas.
5) Time For A...	5) HANDOUT, complete and discuss

DIVERSIFIED OCCUPATIONS I

UNIT #14

PRETEST

1) Dependability is being capable of getting you work done on time.
TRUE or FALSE

2) You are responsible to be in class and listen to the teacher in order to get credit.
TRUE or FALSE

3) Garbage dump thinking is something only garbage men do.
TRUE or FALSE

4) Letting someone down is a disappointing and annoying habit.
TRUE or FALSE

5) "You are a wonderful class, but could we all try to keep more quiet so we don't have to have quizzes." This is constructive criticism.
TRUE or FALSE

DIVERSIFIED OCCUPATIONS I

UNIT #14

VOCABULARY

1) PRIDE
2) SELF-WORTH
3) SELF-ESTEEM
4) RESPONSIBILITY
5) DEPENDABILITY
6) CRITICISM
7) REJECTION
8) ASSERTIVE
9) NON-ASSERTIVE
10) HONESTY
11) LOYALTY
12) TACTFULNESS
13) TOLERANCE
14) NEATNESS
15) THOROUGHNESS
16) DECISION-MAKING

DIVERSIFIED OCCUPATIONS I

SEE YOU AT THE TOP!

The greatest of all mistakes is to do nothing, because you think you can do only a little.

Purpose: To open your mind, stir your imagination and make you think!
To arouse your curiosity and create a health dissatisfaction with your status quo!
To identify the things you want in life and chart a course of action to get them!

1) "You can get everything in life you want if you help enough other people get what they want." What is your reaction to this statement?

2) Make a list of things you want to do, be, and have in your lifetime. After listing, number them in their priority of importance to you.

______________________ ______________________

______________________ ______________________

3) Do you believe that a young person who has character, faith, honesty, integrity, and loyalty has a better chance for success? Why?

4) The real opportunity for success lies within the person and not in the job. How do you feel about this statement?

DIVERSIFIED OCCUPATIONS I

LOSER'S LIMP

You are of infinite worth and are therefore designed for accomplishment — engineered for success — and endowed with the seeds of greatness.

Purpose: To arouse the sleeping giant inside you and offer suggestions on losing the loser's limp.
To assist you in recognizing and overcoming your loser's limp.

1) What is garbage dump thinking?

2) Has someone in the past given you wrong directions in life? How?

3) In your opinion, what prevents most young people from using their full potential?

4) "Stinkin' Thinkin'" can be a real problem. What do you see as the first step to take in overcoming it?

5) What percent of your potential do you feel you are using?

Knowledge has to be improved, challenged, and increased constantly or it vanishes.

DIVERSIFIED OCCUPATIONS I

6) How would you define a loser's limp?

7) Name several loser's limps that young people have.

______________________________ ______________________________

______________________________ ______________________________

8) Where can you find the best helping hand?

9) Your success and happiness start with______________________.

10) How do you feel about the statement that "your success and happiness start with you?

11) Do you ever wish for someone else's ability? YES____NO____

12) Do you understand that if you use the ability you have you will develop more? Why?

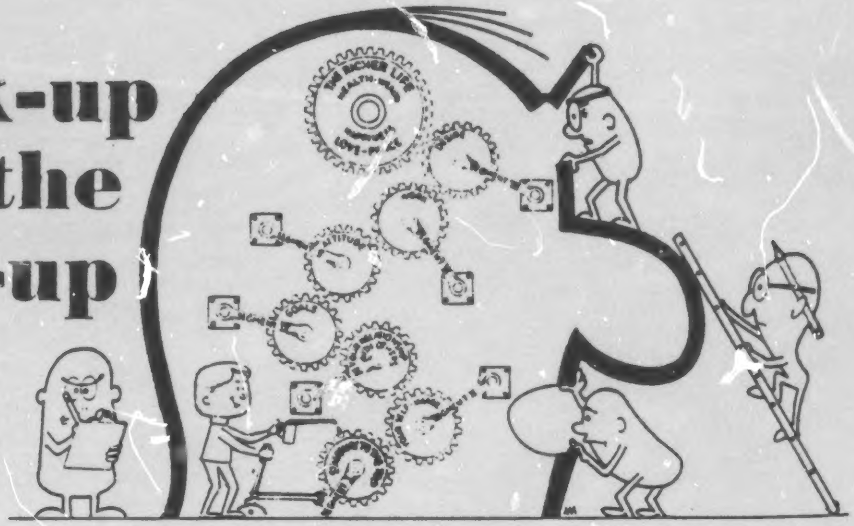
13) Do you feel you get out of life what you put into life? Why?

14) Is the sleeping giant inside you stirring? Are you losing your loser's limp?

DIVERSIFIED OCCUPATIONS I

TIME FOR A . . .

Check-up from the Neck-up



CHECK ONE SQUARE IN RESPONSE TO EACH QUESTION

	NO	SOMETIMES	YES	IMPROVING
I am honest.	☐	☐	☐	☐
I appreciate constructive criticism.	☐	☐	☐	☐
I bounce back when I do poorly in a project.	☐	☐	☐	☐
I expect to be a success.	☐	☐	☐	☐
I am dependable.	☐	☐	☐	☐
I think positive.	☐	☐	☐	☐
I use my potential.	☐	☐	☐	☐
I use my loser's limp as an excuse.	☐	☐	☐	☐
I let a temporary set back become a permanent failure.	☐	☐	☐	☐
I believe my background is a handicap.	☐	☐	☐	☐
I give up easily.	☐	☐	☐	☐
I take a positive position about life.	☐	☐	☐	☐
I believe my happiness starts with me.	☐	☐	☐	☐
My future is determined by the choices I make.	☐	☐	☐	☐
I am prepared to make decisions.	☐	☐	☐	☐

BEST COPY AVAILABLE

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME Knowing Yourself
2. LESSON NAME Values
3. LESSON TIME 1 day
4. TEACHER SET-UP Copies: shield, Self-Evaluation
5. MATERIALS NEEDED
6. PERFORMANCE OBJECTIVES

A) TSWBAT describe the importance of pride in one's self and belongings.

B) TSWBAT identify personal attributes of self-worth.

C) TSWBAT describe the attributes of self-esteem.

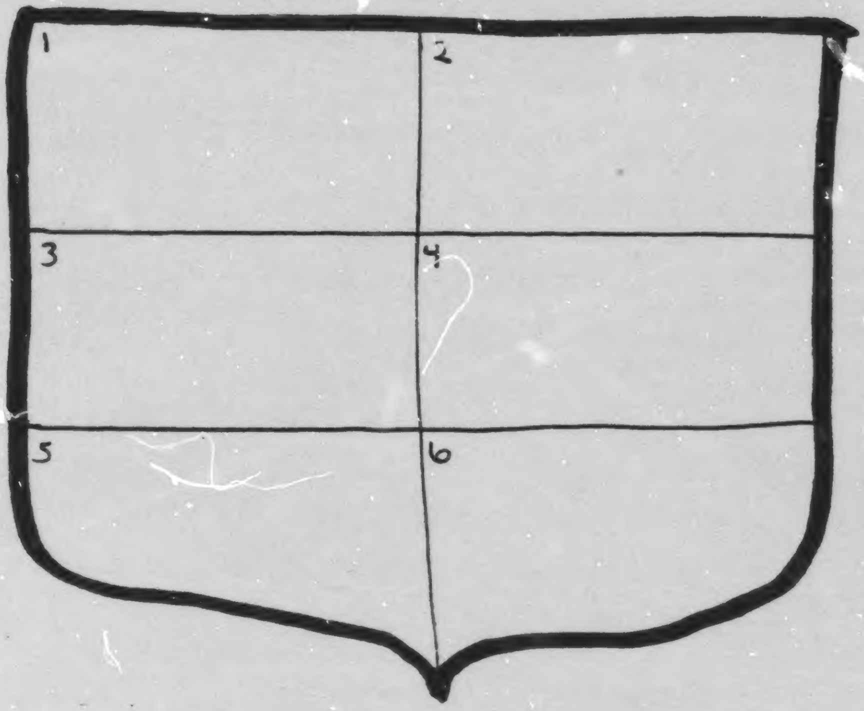
7. EVALUATION
8. SPECIAL NOTES Bulletin Board Idea: Cut out each of the student's shields and place them on the bulletin board using the heading "I'm super great, but I'll get better!"

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
1) Values Shield	1) HANDOUT -Discuss pride -important to be proud what we have and mostly of ourselves -respect ourselves and others -I'm proud of each of them for doing so well in... -I'm proud of my brother -I'm proud of myself because I climbed Mt. S -Answer #1 on shield -Discuss self-esteem -if you don't think much of yourself, who will? -poor self-esteem vs. good self-esteem -have confidence in yourself and satisfaction in what you do -Answer #2 and 3 on shield -Discuss self-worth -feel good about yourself -like you before liking anyone else such as...someone who doesn't like themself that has had a hard time liking others (DN) -Answer #4 and 5 on shield -Sign name on #6 on shield -Turn in shields and cut out and put on bulletin board
2) Self Evaluation	2) HANDOUT, complete and discuss

DIVERSIFIED OCCUPATIONS I

VALUES SHIELD



PRIDE

1) What do you regard as your greatest personal achievement?

SELF-ESTEEM

2) What is something which you would never change about yourself?
3) What would you do if you had one year to live and could do whatever you wanted to do?

SELF-WORTH

4) What is one thing that you do that makes you happy?
5) What do you value the most about yourself?
6) sign your name

DIVERSIFIED OCCUPATIONS I

SELF EVALUATION

Please read each question below and place a check mark in the appropriate column. Be sure to write in each of the spaces in the right-hand column.

Item	Always	Sometimes	Never	How May I Improve?
1. Do I go to work without being told?				
2. Do I finish the job I start?				
3. Do I finish the job on time?				
4. Do I follow directions?				
5. Do I plan things before I start?				
6. Am I on time?				
7. Do I listen to directions?				
8. Do I make up my mind?				
9. Do I try to get along with others?				
10. Am I dependable?				

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME Knowing Yourself
2. LESSON NAME Responsibility and Dependability
3. LESSON TIME 1 day
4. TEACHER SET-UP Copies: scrambled syllables, Don't wait for Judy, Dependability
5. MATERIALS NEEDED
6. PERFORMANCE OBJECTIVES

   A) TSWBAT describe and develop the concepts of responsibility and dependability.

   B)

   C)
7. EVALUATION
8. SPECIAL NOTES

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
1) Responsibility/Dependability	1) -Every day of our lives is characterized by times when we must be responsible and dependable -responsible to take care of ourselves -responsible for being certain places at certain times -friends must be able to depend on us to do certain things -like what? -Discussion -responsible situation -example: showing up for appointmen on time or picking up date on time -irresponsible situation -example: camping--assigned person for food forgets. Is he responsible? Can we depend on him? -how will responsibility and dependability affect our jobs? -would you trust a person who was no responsible? -who gets hurt most by a person irresponsibility? -Dependability -getting to work on time -carrying out instructions -being able to work with little or no supervision -finishing the task to completion -respecting others -developing positive traits -communication -creating a businesslike image -increasing efficiency
2) Scrambled Syllables Puzzle	2) HANDOUT, complete and discuss meanings
3) Don't Wait For Judy	3) HANDOUT, read
4) Dependability	4) HANDOUT, complete using 3

DIVERSIFIED OCCUPATIONS I

SCRAMBLED SYLLABLES PUZZLE

Put the syllables in the correct order.

1. spon re ble si ________________________
2. de a ble pend ________________________
3. ti tude at ________________________
4. ment ap point ________________________
5. count ac ble a ________________________
6. li tion ga ob ________________________
7. a re li ble ________________________
8. wor trust thy ________________________
9. teg ri in ty ________________________
10. i sin ty cer ________________________

DIVERSIFIED OCCUPATIONS I

DON'T WAIT FOR JUDY

Judy and I are pretty good friends. She'll never be like Karen, though. I try to include Judy in Karen's and my plans, but something always goes wrong. It seems like everytime we agree to do something together, Judy messes up. Don't get me wrong. I like Judy and the three of us do go places. It's just that she plans too many things in one day and she can't do it all.

I think that maybe she's too agreeable. That's one of the things that makes her nice. When I first met her I noticed this. If someone wanted a friend to go downtown with them, she would volunteer. But then she would tell everyone that she was going to the football game the same night. On top of that, she would say that she was going to do homework all night! And everything she said, I think she honestly believed. Isn't that crazy?

She just doesn't know how may hours are in a day. She plans as if there were fifty! As you might guess, it didn't take us long to learn this. Soon, people quit believing her. You couldn't rely on her to do what she said. For instance, she would tell us to call her before we went out somewhere. So we'd call and there would be no answer. Or else she would ask us to pick her up but when we'd get there she would be gone. This gets frustrating.

Most of her friends in school quit trying to plan things with her. Everyone still liked her, and at school we all hung around together. It's just that nobody wanted to be disappointed, so no one asked her to go anywhere with them. I was pretty hurt sometimes, too. Karen and I waited for her several times and she didn't show.

The time that the group Pink Floyd was in town, Karen and I bought tickets. Judy asked us if we would get her a ticket, too. We knew what she was like and we asked her if she was sure she would go. She made a big fuss and said that Pink Floyd was her favorite group. She wouldn's miss it for the world. I don't have to tell you what happened on the day of the concert. I forgot what excuse she used. I sold the ticket to my brother and the three of us had a great time.

It worked out okay that time. But if I would have been stuck with an extra ticket I would have clobbered her! She doesn't realize that other people are affected by her carelessness. It's getting so that you can't depend on her for anything. She smiles and says she's sorry, but she keeps on doing the same thing.

I know how the others feel about her in school. Karen and I talk about it all the time. We are starting to feel the same way. It's not as if she let us down and not that we don't like her. It's just that after a while the smile and "I'm sorry" don't work anymore. If she was really sorry she would try more to do what she says she will do. Karen and I don't dislike her. We just think that she is not worth the bother. We're leaving her out of most of our plans now. She's really not as close to any of us as she was at first. I hope she sees this. She's really nice but...

PINK
FLOYD
MAY 22 8PM
NATIONAL AUD.
10I14
7.00
PINK FLOYD
MAY 22
8 P.M.
14
14

DIVERSIFIED OCCUPATIONS I

DEPENDABILITY

1) Judy was always
    - a. making plans to do things
    - b. dependable
    - c. on time

2) When Pink Floyd was in town
    - a. Judy didn't buy any tickets
    - b. Judy said she wouldn't miss it
    - c. Judy offered to pay for her ticket

3) The girls aren't going to ask Judy to do things any more because
    - a. they don't like her
    - b. she talks too much
    - c. she is not dependable

4) What is Judy's problem
    - a. she has no ability to organize her time
    - b. she wants to be everyone's friend
    - c. she tries to do too many things at once
    - d. all of the above

5) How do you get through to a person like Judy
    - a. ignore them
    - b. tell her that being let down is disappointing and annoying
    - c. be unreliable to them

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME Knowing Yourself
2. LESSON NAME Criticism and Rejection
3. LESSON TIME 1 day
4. TEACHER SET-UP Copies: Accepting Criticism-Situations
5. MATERIALS NEEDED
6. PERFORMANCE OBJECTIVES

   A) TSWBAT differentiate between negative and constructive criticism.

   B) TSWBAT describe the importance of properly accepting criticism.

   C) TSWBAT explain the importance of accepting rejection.
7. EVALUATION
8. SPECIAL NOTES

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
1) Criticism	1) -in our interactions with other people there are always times when we make suggestions(constructive criticism) -what part does tact play in criticism? -Different types -negative "That's a terrible job!" -constructive "That job is well done. You might have found it easier if..." -criticism allows your friends to make good or bad judgements about you
2) Rejection	2) -often we ask people to do something we really would like them to do and they say no. How do we accept this reaction and why is it important not to let it get us down? -examples: best friend mad at you; I was rejected in PE because I'm short
3) Accepting Criticism	3) HANDOUT, read, discuss and complete

ACCEPTING CRITICISM-SITUATIONS

Think about each of the following situations. Write your answers on the lines.

1) Your boss says to you, "You've been doing a good job since you started, but I think there's room for improvement. I think you need to learn to use the machines more efficiently. Then you could get more work done each day." Think about this for a minute. Is the boss being fair? Are the comments constructive? Now write two different answers. Make answer #1 show that you know how to accept criticism.

____

____

____

____

____

Make answer #2 show that you have not yet learned how to accept criticism.

____

____

____

____

____

2) Your boss is forgetful. Lots of times he tells you to do something, then later he will change his mind. Sometimes he completely forgets what he asked you to do. About a week ago he asked you to put his file drawers in order. He said they were so messy he could never find what he wanted. You worked very hard to clean up the drawers. A few days you even stayed after work for a while to get the job done by Friday. Monday morning the boss came in to get something from one of the file drawers. He couldn't find it. Then he said you had messed up his drawers and now he couldn't find anything. Think about this for a minute. Who is right? Who is wrong? Now write two different answers. Make answer #1 show that you know how to respond to this type of criticism.

DIVERSIFIED OCCUPATIONS I

____

____

____

____

____

Make answer #2 show that you do not know how to respond to this type of criticism.

____

____

____

____

____

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME Knowing Yourself
2. LESSON NAME Assertiveness
3. LESSON TIME 1 day
4. TEACHER SET-UP Copies: Traits, Basic Assertive Rights, Assertiveness Situations
5. MATERIALS NEEDED
6. PERFORMANCE OBJECTIVES

   A) TSWBAT identify examples of assertive, non-assertive and aggressive behaviors.

   B)

   C)
7. EVALUATION
8. SPECIAL NOTES

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
1) Traits	1) HANDOUT, read and discuss
2) Basic Assertive Rights	2) HANDOUT, read and discuss
3) Assertiveness Situations	3) HANDOUT, read, discuss and complete

TRAITS

NON-ASSERTIVE TRAITS:

Self-denying; inhibited; hurt, anxious; allows others to choose for him; does not achieve desired goals. Hurts us by causing us to lose respect for ourselves; can lead to sense of worthlessness and depression; invite other to take advantage of us; hurt others—teaches to be insensitive to others needs.

AGGRESSIVE TRAITS:

Self-enhancing at expense of another; expressive; depreciates others; chooses for others; achieves desired goal by hurting others. Usually making our best effort to handle threatening situation; let off steam without regarding others; lose others trust; stress.

ASSERTIVE TRAITS:

Self-enhancing; expressive; feels good about self; chooses for self; may achieve desired goal; stand up for your rights and what you believe in direct, honest, appropriate ways that respect the rights of others. Makes us feel good about ourselves and other people; increases self-esteem; develop caring, honest and accepting relationships with each other.

DIVERSIFIED OCCUPATIONS I

BASIC ASSERTIVE RIGHTS

1) The right to act in ways that promote your dignity and self-respect as long as others' rights are not violated in the process.
2) The right to be treated with respect.
3) The right to say no and not feel quilty.
4) The right to experience and express your feelings.
5) The right to take time to slow down and think.
6) The right to change your mind.
7) The right to ask for what you want.
8) The right to do less than you are humanly capable of doing.
9) The right to ask for information.
10) The right to make mistakes.
11) The right to feel good about yourself!!

DIVERSIFIED OCCUPATIONS

ASSERTIVENESS SITUATIONS

Directions: Following are two situations and three possible responses to each. Label each situation response either: assertive, aggressive, or non-assertive.

DINING OUT

Mr. and Mrs. A are at dinner in a moderately expensive restaurant. Mr. A has ordered a rare steak, but when the steak is served, Mr. A finds it to be very well done, contrary to his order. His behavior is:

____________________: Mr. A grumbles to his wife about the "burned" meat, and says that he won't come to this restaurant any more. He says nothing to the waitress, saying "FINE!" to her asking "Is everything all right?" His dinner and evening are awful, and he feels quilty for not doing anything about it. Mr. A's opinion of himself, and Mrs. A's opinion of him are both worsened by the experience.

____________________: Mr. A yells at the waitress to come to his table. He puts her down loudly and unfairly for bringing him the wrong order. He embarasses his wife and the waitress. He demands and gets another steak, this one the way he wanted it. He feels in control, but Mrs. A's embarrassment causes problems between them, and ruins their night out. The waitress is embarrassed and angry and doesn't do well at her job the rest of the night.

____________________: Mr. A calls the waitress to his table. He tells her he ordered a rare steak, and he shows her the well done meat, asking politely but firmly that it be returned to the kitchen and replaced with the rare steak he ordered. The waitress apologizes for the mistake, and soon returns with a rare steak. The A's enjoy dinner, tip the waitress, and Mr. A feels good that he asserted himself. The waitress is glad the customer is happy and of the tip!

SOMETHING BORROWED

Helen is a college sophomore. She is smart, cute, a good student, and she is liked by teachers and friends. She lives in a dorm with two roommates, in a large area with six other girls. All of the girls date quite a bit. One night as Helen's roommates are getting ready for their dates (Helen is planning to stay home and study for a test) Mary says she has a date with a real special guy, and hopes to make a good impression. She asks Helen if she can borrow a new and expensive necklace Helen just got from her brother who is overseas in the Army. Helen and her brother are very close, and the necklace mean a lot to her! She says to Mary:

____________________: She decided not to worry about it getting lost or damaged, and her feeling that its special meaning makes it too personal to lend, and says, "Sure!" She lets herself down, makes it seems okay for Mary to ask so much, and worries all night and doesn't get any studying done.

____________________: Helen shows she is mad at her friend's request, and tells her "NO!" And then asks how she dare ask "Such a stupid question!" Mary feels real dumb and Helen has made a fool of herself. Later Helen feels bad about what she did, and can't seem to get any studying done. Mary's hurt feelings ruin her date and the special guy has a rotten time. Mary and Helen have a hard time being friend from then on.

____________________: Helen tells Mary how special the necklace is to her, and politely but firmly says that she won't lend it to anyone being it is so personal to her. She feels good for having asserted herself, and Mary realizes why Helen said and did what she did. Mary got along great with that special guy by just being herself!

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME Knowing Yourself

2. LESSON NAME Honesty Etc.

3. LESSON TIME 3 days

4. TEACHER SET-UP Copies: Evaluation of Self-Image, 15 Manifestations, Honesty Grid, Your Personality, Test

5. MATERIALS NEEDED

6. PERFORMANCE OBJECTIVES

A) TSWBAT define and explain values of honesty, dependability, loyality, tactfulness, tolerance, neatness and thoroughness.

B) TSWBAT define attributes of dependability.

C) TSWBAT identify attributes of honesty and describe how they relate to job performance.

7. EVALUATION

8. SPECIAL NOTES

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
1) Evaluation of Self-Image	1) HANDOUT, discuss and complete
2) 15 Manifestations	2) HANDOUT, discuss and have them check those that they feel they have problems with. For each one they checked have them write a sentance or two on how they can overcome it.
3) Honesty Grid	3) HANDOUT, discuss and complete
4) Your Personality	4) HANDOUT, discuss, read and complete
5) Test	5) HANDOUT, complete and turn in

DIVERSIFIED OCCUPATIONS I

EVALUATION OF SELF-IMAGE

Rating Scale: 1) Never 2) Seldom 3) Sometimes 4) Often 5) Always

Directions: Write numbers from the rating scale above in the column on the left to indicate how you feel about yourself right now. You will not receive a grade for this evaluation (there are no right or wrong answers). Other students will not see what you write.

	When I think about myself, I feel good.
	When I talk about myself, I talk about the good things I have done.
	When I need help, I ask for it.
	When the teacher doesn't like my work, I try to do better.
	When I sit, I sit up straight because I feel better that way.
	When someone tries to cut in front of me in line, I let them know that they do not have the right to take my place.
	When I get started on a job, I like to finish it even if it takes a long time
	When I look at the other students at school, I think I am just as good as they are.
	When I walk through the halls, I look people in the eye when they look at me.
	When I see people talking about me, I think they are saying good things.
	When people laugh in the classroom or at home, I laugh with them.
	When I have to get up in the morning, I feel good and glad to be alive.
	When people suggest I do things which I know are wrong, I can say no.
	When I look at myself in the mirror, I like what I see.
	When I want to talk something over with an adult, I find one who will listen.
	When I think of what I will be doing when I graduate from school, I feel good.
	When I need to call someone on the phone, I do it.
	When I dress, I see that my clothes are clean and attractive.
	When I eat, I am careful to eat what I know is good for me.

DIVERSIFIED OCCUPATIONS I

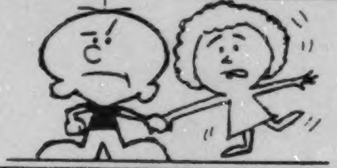
	When asked to do something, I try to do it.
	When I think about it, I'm glad I'm me.
	When I look at my work, I feel it's the best I can do.
	When I lose in a game, I know I had fun anyway.
	When I am alone, I feel I have friends.
	When I think about what I will be when I grow up, I feel good.
	When I try to do something well, I usually succeed.
	When someone asks me a question, I try to give an answer.
	When I make a mistake, I don't blame anyone.
	When someone says something nice to me, I think I deserve it.
	When I am at home, I am happy.
	When I am in school, I feel I can do most things.
	When I finish my work, I am proud of it.
	When someone gets to do something I want to do, it's fine with me.
	When someone takes something that belongs to me, I ask for it back.
	When I get home, I find something to do.
	When I have a problem, I ask for help.
	When asked to read in class, I try.
	When I have a chance, I don't ditch school.
	When I am in class, I like to help the teacher.
	When I am asked to take a message to another classroom, I do it.
	When I am asked to say what I think, I say it.
	When I go into the classroom, I want to do my work.
	When I think about it, I feel many people like me.

DIVERSIFIED OCCUPATIONS I

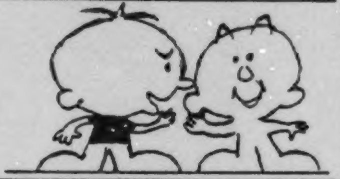
		When a teacher starts talking to me, I listen.
		When I am home, I feel I can do most things well.
		When I talk to someone, I look at him or her right in the eye.
		When I go to bed, I think about all the good things I did during the day.
		When I am at lunch, I am happy to eat with my friends.
		When I get my report card, I feel it's fair.

DIVERSIFIED OCCUPATIONS I

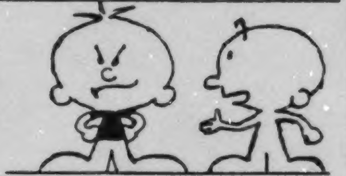
FIFTEEN MANIFESTATIONS OF A POOR SELF-IMAGE



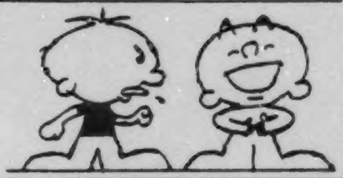
☐ critical and jealous nature



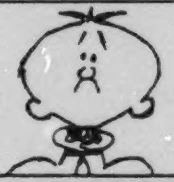
☐ involvement in gossip



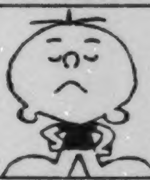
☐ improper reaction to criticism



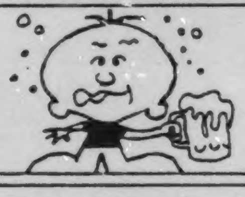
☐ improper reaction to laughter



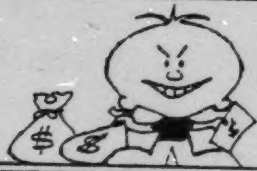
☐ an uncomfortable feeling when alone



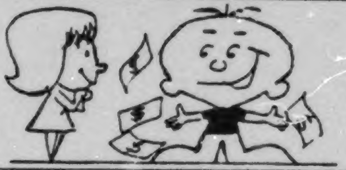
☐ an I don't care attitude



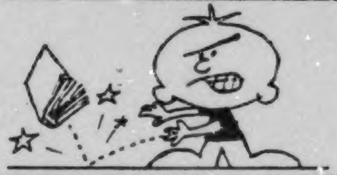
☐ breakdown in decency



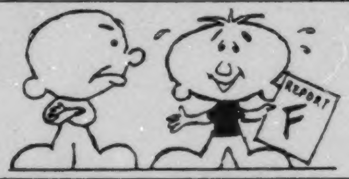
too much emphasis on material things ☐



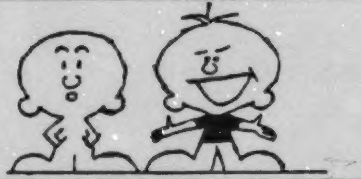
lack of genuine friends ☐



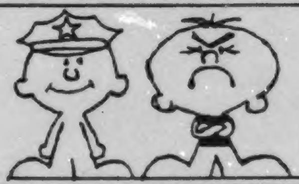
senseless and erratic actions ☐



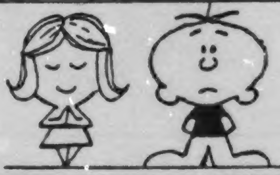
excuses to justify failure ☐



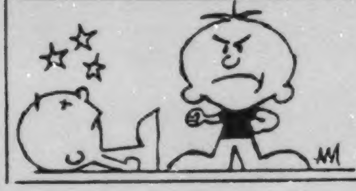
spur of the moment, impossible promises ☐



rebellion against authority ☐



failure to be self assertive ☐



foolish and impulsive actions ☐

DIVERSIFIED OCCUPATIONS I

HONESTY GRID

	TIME	MONEY	PRODUCTS	PEOPLE
STEAL				
LIE				
CHEAT				

1) Joe works every day from 5 pm until 9 pm. Last Friday his friends asked him to play cards at 7 pm. Joe told his boss that he had to leave early to babysit. Where is Joe on the Honesty Grid?

2) Victor is a busboy in a restaurant. While clearing the tables, he saw money that was left for the waitress. "Why should she get all of the tips? I do some of the work, too," he said to himself. So he put some of the tip money into his pocket when no one was looking. Where is Victor on the Honesty Grid?

3) Ana has been working at Brown's Clothing Store for one year. Today her friend, Sue, came to buy a dress. The dress cost $40, but Sue only had $30. She asked Ana to ring the dress up for $30. Ana did not want to lose a friend, so she rang the dress up for $30. Where is Ana on the Honesty Grid?

4) Sandy is a cashier and is always very careful to give the right change. She thinks she is an honest worker. But Sandy often fools around and talks with her friends when they come into the store. Where is Sandy on the Honesty Grid?

5) ACE Factory is hiring workers. The want-ad says you must be 18 years old. Steve is only 17, but he would really like the job. He tells the boss that he is 18. Where is Steve on the Honesty Grid?

DIVERSIFIED OCCUPATIONS I

YOUR PERSONALITY

You already know some things about your personality. You know if you like to talk a lot. You know whether you are a good listener. You have seen how people act when you are around them. How will this affect your work? Think about yourself working at different jobs. Now, rate your own personality traits on the scale below. Use a check mark to show how you rate each trait. When you are finished, think of some jobs that would fit your personality.

Personality Rating

Trait	Excellent	Good	Fair	Poor	Very Poor
Attitude					
Courtesy					
Dependability					
Desire to succeed					
Enthusiasm					
Foresight					
Friendliness					
Health					
Honesty					
Initiative					
Loyalty					
Morality					
Neatness					
Open-mindedness					
Personal appearance					
Punctuality					
Self control					
Sense of humor					
Tact					
Use of voice					

DIVERSIFIED OCCUPATIONS I

UNIT #14

TEST

1) You can get everything in life you want if you help enough other people get what they want.
TRUE or FALSE

2) Your success and happiness start with you.
TRUE or FALSE

3) Having pride means you do not like yourself.
TRUE or FALSE

4) If you do not think much about yourself, and have a bad self-esteem, no one else will think much of you either.
TRUE or FALSE

5) Being on time to pick up your date is being:
a. wrong
b. non-assertive
c. responsible

6) Forgetting to be at your doctor's appointment is:
a. irresponsible
b. smart
c. aggressive

7) Getting to work on time is a form of dependability.
TRUE or FALSE

8) Promising to be somewhere and not following through on your promise is:
a. undependable
b. annoying
c. both of the above

9) Your values are things that are important.
TRUE or FALSE

10) Most happy people are proud of their lives.
TRUE or FALSE

11) Being proud of how you do your job is satisfying.
TRUE or FALSE

12) Everyone has talents.
TRUE or FALSE

13) A person who takes criticism wisely:
a. gets upset when people criticize them.
b. tries to learn from other people's suggestions.
c. pays no attention to what people say.

14) Joe works every day from 5 pm to 9 pm. Last Friday his friends asked him to play cards at 7 pm. Joe told his boss that he had to leave work early to babysit. Joe:
a. cheated his boss.
b. was lying to his boss.
c. both of the above.

15) Read each of the following situations and then mark wheter it is ASSERTIVE, NON-ASSERTIVE or AGGRESSIVE.
a. If is your turn to clean the apartment, which you keep forgeting to do several times in the last month. In a very calm tone of voice, your roommate asks you to clean up the apartment. You say, "Would you get off my back!" ________________________________
b. You are in a line at the store. Someone behind you has one item and asks to get in front of you. You say, "I realize that you don't want to wait in line, but I was here first and I really would like to get out of here." ________________________________
c. A friend often borrows small amounts of money and does not return it unless asked. He again asks for a small loan which you'd rather not give. You say, "I only have enough money to pay for my own lunch today." ________________________________

DIVERSIFIED OCCUPATIONS I

Directions: Match the vocabulary words to their proper definition by putting the definition number next to the vocabulary word.

____PRIDE
____SELF-WORTH
____SELF-ESTEEM
____RESPONSIBILITY
____DEPENDABILITY
____CRITICISM
____REJECTION
____ASSERTIVE
____NON-ASSERTIVE
____HONESTY
____LOYALTY
____TACTFULNESS
____TOLERANCE
____NEATNESS
____THOROUGHNESS
____DECISION-MAKING

1. not standing up for what you believe
2. reliable; capable of being trusted
3. cleanliness; orderliness; tidiness
4. respect for oneself
5. refuse to take
6. faithful; able to count on
7. feeling good about yourself
8. fairness and truthfulness
9. doing all that should be done
10. confidence and satisfaction in oneself
11. do and say thing without hurting others
12. determined way of thinking
13. statement about the good or bad points or qualities of something
14. anything one is expected to do and the ability to do what is expected
15. stand-up for what you believe
16. act of being fair towards those whose beliefs, religion, and customs are different then yours

DIVERSIFIED OCCUPATIONS I

UNIT 15

D.O. Math

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME D. O. Math
2. LESSON NAME Addition, Subtraction, Multiplication, Division
3. LESSON TIME 5 days
4. TEACHER SET-UP Copies: math worksheets, vocabulary, test menu, tax table
5. MATERIALS NEEDED
6. PERFORMANCE OBJECTIVES

   A) TSWBAT demonstrate basic math skills.

   B) TSWBAT demonstrate math skills through the use of order forms, tax tables, menus.

   C)
7. EVALUATION
8. SPECIAL NOTES

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
1) Vocabulary	1) HANDOUT, give definitions
2) Menu	2) HANDOUT, explain that this unit is centered aroung the "Hamburger Hut" restaurant. They will be dealing with math problems in dollars and cents. They are to use this menu for indicated problems.
3) Tax Table	3) HANDOUT, explain how to use a tax table. They will use this on indicated problems.
4) Addition Packet	4) HANDOUT, complete. May want need to do the first few on each page together on the board to make sure they understand. NO CALCULATORS!!!
5) Subtraction Packet	5) HANDOUT, complete. See 4
6) Multiplication Packet	6) HANDOUT, complete. See 4
7) Division Packet	7) HANDOUT, complete. See4
8) Test	8) HANDOUT, complete andturn in

DIVERSIFIED OCCUPATIONS I

UNIT #15

VOCABULARY

1) ADDITION

2) SUBTRACTION

3) MULTIPLICATION

4) DIVISION

5) TAX

6) MENU

7) ORDER FORM

BREAKFAST

BACON AND EGGS Hash browns, toast, and jelly.	$3.45
HAM AND EGGS Hash browns, toast, and jelly.	3.75
CEREAL Your choice, hot or cold. Served with fresh cream and muffins.	2.00
HOT CAKES Six golden brown hot cakes, with whipped butter and syrup.	2.95

FRENCH TOAST Four slices, with syrup and whipped butter.	$2.75
WAFFLES Two crisp golden brown waffles, with whipped butter & syrup.	2.85

OMELETTES

Made with three large fresh eggs. Served with hash browns and muffins.

PLAIN OMELETTE
$2.80
Fluffy,
seasoned to perfection.

CHEESE OMELETTE
$3.00
Choice of Cheddar, Swiss,
Monterrey Jack
or mix all three.

SPANISH OMELETTE
$3.50
Green chili &
tangy Spanish sauce.

SALADS

CHEF SALAD Ham, turkey, cheese, hard boiled eggs and garden greens.	$3.65
SHRIMP SALAD Sliced tomato and hard boiled egg served on a bed of lettuce with cocktail sauce.	4.50
WALDORF SALAD Crunchy apple chunks, celery, and walnuts.	1.80

CRAB SALAD
$5.25
Tender crab meat, sliced
tomato, and hard boiled
egg served on a bed
of lettuce.

FRUIT SALAD
$3.45
Fresh fruit served with
cottage cheese and
shredded lettuce.

TOMATO SALAD
$3.85
A whole ripe tomato
filled with chicken
or tuna.

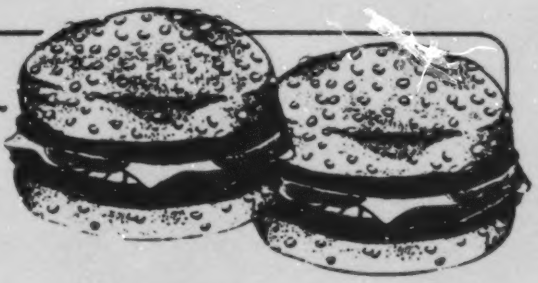
SIDE ORDERS

French Fries	$1.00
Onion Rings	1.30
Cole Slaw	.75
Baked Beans	.85
Chili and Beans	1.75
Toast	.60
Cottage Cheese	.75

BEVERAGES

Juice Orange, Tomato, Grapefruit	$ .64
Iced Tea - Hot Tea	.50
Cola	.55
Root Beer	.53
Hot Chocolate	.68
Milk	.55
Coffee	.50
Milk Shake	1.00

ger Hut”



HAMBURGERS

Our hamburgers are freshly prepared with 100% beef. Served on a toasted sesame seed bun.

HUT BURGER **$2.25**
One beef patty with lettuce, tomato, onion, and a pickle.
With cheese . . . .60 extra

JUMBO BURGER **$3.25**
Double meat patty served with a slice of American cheese, lettuce, tomato, onion, and a pickle.

BACON BURGER **$2.45**
Juicy meat patty topped with crisp bacon and melted Cheddar Cheese.

AVOCADO BURGER ... **$3.75**
Double meat patty smothered with Guacamole sauce & sauteed onions.

PATTY MELT **$2.65**
Beef patty served on grilled rye with melted cheese and onions.

CHILI BURGER **$2.35**
Beef patty smothered with chili, chopped onions and melted cheese.

HOT SANDWICHES

HOT BEEF **$3.95**
Sliced beef served open-faced with whipped potatoes & gravy.

HOT TURKEY **$2.65**
Sliced turkey served open-faced with whipped potatoes & gravy.

REUBEN **$4.25**
Corned beef, Swiss cheese, and sauerkraut on rye, served with potato salad.

COLD SANDWICHES

Egg Salad Sandwich	$1.85
Chicken Sandwich	2.25
Ham Sandwich	2.50
Tuna Sandwich	$1.95
Cheese Sandwich	1.75
Club Sandwich	2.60

DINNERS

include soup, salad, and a hot roll

BEEF STEW **$3.95**
Tasty chunks of beef, potatoes, and fresh vegetables.

CHICKEN **4.56**
Tasty and golden brown, served with whipped potatoes and a vegetable.

FISH **4.10**
Deep fried fish fillets, served with french fries, tartar sauce and a lemon wedge.

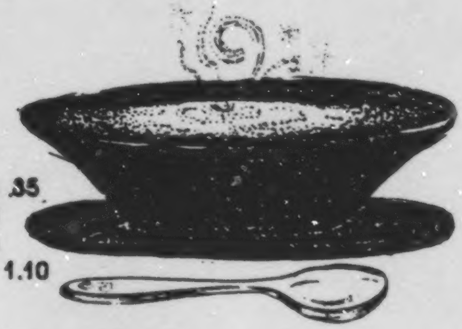
LIVER & ONIONS **4.25**
Tender beef liver topped with onions. Served with whipped potatoes.

STEAK **5.95**
Tender juicy steak, broiled to order. Served with a baked potato and sour cream.

MEAT LOAF **3.75**
Made from lean ground beef. Served with whipped potatoes & a vegetable.

SOUPS

made fresh daily



Vegetable	$ .85
Tomato	.90
Onion	.95
Clam Chowder	1.10

DESSERTS

Cherry Pie	$1.25
Apple Pie	1.30
Blueberry Pie	1.35
Banana Cream Pie	1.30
Lemon Pie	1.30
Cheese Cake	1.50
Carrot Cake	1.35
Chocolate Cake	1.50
Coconut Cake	1.60
Ice Cream	.95
Sherbet	.80
Pudding	.85

5% SALES TAX TABLE

Amount of sale	Tax	Amount of sale	Tax	Amount of sale	Tax	Amount of sale	Tax
8.10- 8.29	.41	14.90-15.09	.75	21.70- 21.89	1.09	28.50- 28.69	1.43
8.30- 8.49	.42	15.10-15.29	.76	21.90- 22.09	1.10	28.70- 28.89	1.44
8.50- 8.69	.43	15.30-15.49	.77	22.10-22.29	1.11	28.90-29.09	1.45
8.70- 8.89	.44	15.50-15.69	.78	22.30-22.49	1.12	29.10- 29.29	1.46
8.90 -9.09	.45	15.70- 15.89	.79	22.50-22.69	1.13	29.30-29.49	1.47
9.10- 9.29	.46	15.90-16.09	.80	22.70-22.89	1.14	29.50-29.69	1.48
9.30-9.49	.47	16.10-16.29	.81	22.90-23.09	1.15	29.70-29.89	1.49
9.50-9.69	.48	16.30-16.49	.82	23.10-23.29	1.16	29.90-30.09	1.50
9.70-9.89	.49	16.50-16.69	.83	23.30-23.49	1.17	30.10-30.29	1.51
9.90-10.09	.50	16.70-16.89	.84	23.50-23.69	1.18	30.30-30.49	1.52
10.10-10.29	.51	16.90-17.09	.85	23.70-23.89	1.19	30.50-30.69	1.53
10.30-10.49	.52	17.10-17.29	.86	23.90-24.09	1.20	30.70-30.89	1.54
10.50-10.69	.53	17.30-17.49	.87	24.10- 24.29	1.21	30.90 -31.09	1.55
10.70-10.89	.54	17.50- 17.69	.88	24.30- 24.49	1.22	31.10-31.29	1.56
10.90-11.09	.55	17.70-17.89	.89	24.50- 24.69	1.23	31.30-31.49	1.57
11.10-11.29	.56	17.90-18.09	.90	24.70- 24.89	1.24	31.50-31.69	1.58
11.30-11.49	.57	18.10-18.29	.91	24.90-25.09	1.25	31.70-31.89	1.59
11.50-11.69	.58	18.30-18.49	.92	25.10- 25.29	1.26	31.90-32.09	1.60
11.70-11.89	.59	18.50 - 18.69	.93	25.30-25.49	1.27	32.10-32.29	1.61
11.90-12.09	.60	18.70- 18.89	.94	25.50-25.69	1.28	32.30-32.49	1.62
12.10-12.29	.61	18.90- 19.09	.95	25.70-25.89	1.29	32.50-32.69	1.63
12.30-12.49	.62	19.10- 19.29	.96	25.90-26.09	1.30	32.70-32.89	1.64
12.50-12.69	.63	19.30- 19.49	.97	26.10-26.29	1.31	32.90 -33.09	1.65
12.70-12.89	.64	19.50-19.69	.98	26.30-26.49	1.32	33.10-33.29	1.66
12.90-13.09	.65	19.70- 19.89	.99	26.50-26.69	1.33	33.30-33.49	1.67
13.10 -13.29	.66	19.90-20.09	1.00	26.70-26.89	1.34	33.50-33.69	1.68
13.30-13.49	.67	20.10-20.29	1.01	26.90-27.09	1.35	33.70-33.89	1.69
13.50-13.69	.68	20.30-20.49	1.02	27.10-27.29	1.36	33.90-34.09	1.70
13.70-13.89	.69	20.50-20.69	1.03	27.30-27.49	1.37	34.10-34.29	1.71
13.90-14.09	.70	20.70-20.89	1.04	27.50-27.69	1.38	34.30-34.49	1.72
14.10- 14.29	.71	20.90-21.09	1.05	27.70-27.89	1.39	34.50-34.69	1.73
14.30- 14.49	.72	21.10- 21.29	1.06	27.90- 28.09	1.40	34.70-34.89	1.74
14.50- 14.69	.73	21.30- 21.49	1.07	28.10 -28.29	1.41	34.90-35.09	1.75
14.70-14.89	.74	21.50- 21.69	1.08	28.30- 28.49	1.42	35.10 -35.29	1.76

DIVERSIFIED OCCUPATIONS I

ADDITION

Directions: Write the amounts below using the dollar sign ($) and decimal point (.).

1) Six cents ________________

2) Eight cents ________________

3) Ten cents ________________

4) Fifteen cents ________________

5) Forty-three cents ________________

6) One dollar and twenty-five cents ________________

7) Four dollars and thirteen cents ________________

8) Fourteen dollars and five cents ________________

9) Sixty-three dollars and twenty cents ________________

10) Eighty-four dollars and six cents ________________

DIVERSIFIED OCCUPATIONS I

$.12 + .04	$.11 + .28	$.48 + .11	$.47 + .32
$.22 .43 + .11	$.56 .12 + .31	$.54 .13 + .22	$.43 .15 + .11
$2.32 + 1.13	$4.07 + 3.01	$7.15 + 1.62	$6.52 + 1.35
$3.41 2.16 + 1.22	$3.01 2.06 + 3.51	$1.42 2.32 + 5.11	$3.40 2.32 + 4.12
$.27 + .13	$.24 + .17	$.64 + .18	$.52 + .39

DIVERSIFIED OCCUPATIONS I

$ .47
+ .83

$ .88
+ .84

$ .57
+ .94

$ .55
+ .68

$6.25
+ 2.36

$3.77
+ 2.07

$4.18
+2.39

$ 7.49
+ 2.09

$2.69
+5.83

$ 3.38
+ 4.67

$5.97
+ 1.58

$ 4.57
+ 2.53

$4.36
+ 5.76

$6.48
+ 5.64

$ 8.59
+ 7.64

$ 2.98
+ 9.24

$23.65
+ 14.66

$ 57.73
+ 17.77

$42.72
+ 19.98

$63.25
+ 26.76

DIVERSIFIED OCCUPATIONS I

$4.52	$4.19	$8.52	$5.58
2.19	2.98	2.41	3.44
+ 5.62	+ 5.16	+ 5.09	+ 2.90

$33.36	$31.86	$13.24	$46.57
31.07	44.48	24.87	66.46
+ 32.63	+ 33.26	+ 32.35	+ 29.99

When you add money, there are some important things to remember.
When you write money, use a dollar sign ($) and decimal point (.);
always be sure to have two numbers after the decimal point.
6¢ is written like this: $.06
When you add and subtract money, be sure to keep your columns straight.
Put the dollars under dollars and cents under cents.
Like this: $15.13
 - 5.11
 $10.02

Directions: Put the numbers below in a column and then add them.

1) $4.12, $1.09, $.36=
2) $10.50, $.34, $5.34=
3) $8.56, $.72, $29.14=
4) $12.32, $.66, $1.86=

DIVERSIFIED OCCUPATIONS I

Directions: Find the cost of the following items using addition.

1) Two Jumbo Burgers @ $3.25 each ______________

2) Two Shrimp Salads @ $4.50 each ______________

3) Four Fish Dinners @ $4.10 each ______________

4) Three pieces of Lemon Pie @ $1.30 each ______________

5) Five Milk Shakes @ $1.00 each ______________

6) Three Tuna Sandwiches @ $1.95 each ______________

7) Four Fruit Salads @ $3.45 each ______________

Directions: Use the menu to find the cost of the following items.

		Item Cost	Total
1)	Two Chili Burgers	$2.35	$4.70
2)	Two Spanish Omelettes	____________	______________
3)	Three Tomato Salads	____________	______________
4)	Four Colas	____________	______________
5)	Three Fruit Salads	____________	______________
6)	Two Patty Melts	____________	______________
7)	Three Hut Burgers	____________	______________

Directions: Use the menu to solve the following story problems.

1) What would be the cost of one Steak Dinner, a cup of coffee, and a piece of Chocolate Cake?

2) How much would you have to pay for one Fish Dinner, one Cola, and a piece of Blueberry Pie?

DIVERSIFIED OCCUPATIONS I

Directions: Solve the following story problems without the menu.

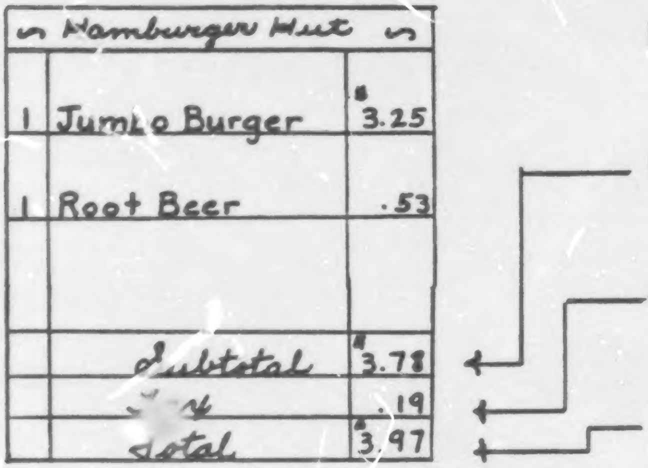
1) Pete's Poultry Farm sells chickens to the Hamburger Hut. In September Pete was paid $368.14, in October $197.86, and in November $322.17. How much money did The Hut spend of poultry?

2) Dan worked as a cashier. He saved four of his paychecks for college. His checks amounted to $168.40, $147.90, $89.30, and $96.97. How much did he save?

3) Joan and her twin sister, Janet, wait on tables at the Hamburger Hut. During January, Joan's paycheck totaled $410.86 and Janet made $429.37. Altogether, how much did the twins earn in January?

FINDING SALES TAX

Some of our states charge sales tax. When you buy food in a restaurant, you must pay sales tax. The amount of money you pay for sales tax depends on how much the food costs. Look carefully at the example below.



$ Hamburger Hut $

1	Jumbo Burger	$3.25
1	Root Beer	.53
	Subtotal	$3.78
	Tax	.19
	Total	$3.97

Directions: Follow the steps below:

1. Add the two items to find the subtotal.
2. Write in the tax from the Tax Table.
3. Add the subtotal and the tax to find the total.

DIVERSIFIED OCCUPATIONS I

Directions: Use the tax table to find the sales tax on the following amounts.

	Amount	Sales Tax	Total
1)	$2.95		
2)	$4.12		
3)	$7.11		
4)	$17.50		
5)	$23.75		
6)	$8.45		
7)	$2.15		

Directions: Use the menu to fill out the order form, and the tax table to figure the totals.

The Hamburger Hut		
1	Vegetable Soup	
1	Clam Chowder Soup	
2	Cheese Sandwiches	
2	Milks	
	Subtotal	
	Tax	
	Total	

The Hamburger Hut		
1	Cherry Pie	
1	Apple Pie	
2	Banana Cream Pies	
1	Coffee	
1	Hot Tea	
	Subtotal	
	Tax	
	Total	

DIVERSIFIED OCCUPATIONS I

SUBTRACTION

$.49 - .25	$.77 - .56	$.45 - .34	$.98 - .75
$8.98 - 7.31	$7.93 - 4.52	$4.63 - 2.41	$4.29 - 1.08
$11.24 - 10.13	$36.04 - 25.02	$39.66 - 22.55	$53.84 - 41.63
$ .56 - .39	$ .32 - .16	$ .55 - .26	$ .45 - .19
$3.21 - 1.36	$6.84 - 1.98	$9.41 - 4.63	$8.30 - 5.55

DIVERSIFIED OCCUPATIONS I

$54.75
- 28.86

$95.70
- 67.85

$99.43
- 78.47

$6.00
- 2.92

$9.00
- 6.43

$2.00
- 1.47

$5.00
- 3.99

$30.00
- 14.28

$70.00
- 47.82

$50.00
- 15.75

Directions: Write the amount of money you should receive in change.

	Cost	Paid	Change
1)	$.16	$.20	
2)	$3.36	$4.00	
3)	$.59	$.64	
4)	$2.59	$5.00	
5)	$13.80	$15.00	
6)	$11.86	$13.50	
7)	$41.07	$45.00	

DIVERSIFIED OCCUPATIONS I

Directions: Use the menu. Find the difference in cost between the following items:

	Difference in Cost
1) A Ham Sandwich and a Chicken Sandwich	
2) Apple Pie and Cherry Pie	
3) Chocolate Cake and Coconut Cake	
4) A Cola and a Milk Shake	
5) A Fish Dinner and a Steak Dinner	
6) Pudding and Apple Pie	
7) Beef Stew and Meat Loaf	

Directions: Use the menu to find the cost of each item. Subtract to find which item costs more.

Which Costs More?	Answer	How Much More?
1) French Fries of Onion Rings		
2) Cola or Root Beer		
3) Lemon Pie or Sherbet		
4) Cereal or Waffles		
5) Juice or a Milk Shake		
6) Clam Chowder or Tomato Soup		
7) Bacon Burger or Avocado Burger		

DIVERSIFIED OCCUPATIONS I

Directions: Use the menu to solve the following story problems.

1) How much more does an Avocado Burger cost than a Bacon Burger?

2) What is the difference in cost between a Meat Loaf Dinner and a Steak Dinner?

3) Bacon and Eggs cost more than French Toast. How much more?

Directions: Solve the following story problems without the menu.

1) The bill for dinner was $25.25. Chuck and Marty put their money together and found they had only $18.66. How much more will they need to pay the bill?

2) The manager found that there are only 28 cans of Orange Juice in the refrigerator. The Hamburger Hut usually uses 40 cans each week. How many more cans are needed?

3) The chef figured he needs 2,000 hamburger buns. He saw that he has only 450 on hand. How many more buns will he have to order from the bakery?

Use the menu to figure cost. Subtract to find change.

You Buy	Pay With	Your Change
1) Two Hut Burgers	$5.00	____________
2) Three Colas	$2.00	____________
3) Four pieces of Cheese Cake	$10.00	____________
4) Six Root Beers	$4.00	____________
5) Six Avocado Burgers	$100.00	____________

DIVERSIFIED OCCUPATIONS I

Directions: Use the menu to solve the following story problems.

1) Suppose that you buy a Hut Burger, an order of French Fries, and a Cola. You pay for your food with a $5.00 bill. How much change should you receive?

2) If you order Bacon and Eggs, Orange Juice, and Milk and pay with a $10.00 bill, what amount of change will you get back?

3) You would like to have a Steak Dinner, Iced Tea, and Chocolate Cake. You have only $5.79. How much more money will you need?

Directions: Use the menu to solve the following story problems.

1) Rose decided on a Tuna Sandwich and a Root Beer. She gave the cashier $5.00. How much change should she receive?

2) For lunch, Katrina picked a Club Sandwich, a bowl of Tomato Soup, and Iced Tea. After paying for her lunch with a $50.00 bill, how much money will she have left?

3) The girls wanted to leave a $2.00 tip. They put their change together and discovered it came to only $1.55. How much more money do they need for the tip?

DIVERSIFIED OCCUPATIONS I

Directions: Use the menu to find the prices. Add the check to find a subtotal. Use tax table to find amount of tax. Add the subtotal and tax. Subtract total from amount paid to determine change.

The Hamburger Hut

1	Waldorf Salad	
1	Meat Loaf Dinner	
1	Steak Dinner	
3	Hot Teas	
3	Blueberry Pies	
	Subtotal	
	Tax	
	Total	

Amount Paid $20.00 ______ Change

The Hamburger Hut

1	Steak Dinner	
2	Chicken Dinners	
1	Reuben Sandwich	
4	Coffees	
	Subtotal	
	Tax	
	Total	

Amount Paid $50.00 ______ Change

DIVERSIFIED OCCUPATIONS I

MULTIPLICATION

$.13 x 3	$.43 x 5	$.12 x 5	$.61 x 5
$.24 x 7	$.18 x 7	$.12 x 6	$.48 x 6
$.23 x 8	$.19 x 8	$.35 x 9	$.30 x 9
$1.30 x 4	$9.36 x 3	$6.49 x 5	$2.34 x 2
$2.49 x 7	$7.49 x 6	$3.69 x 8	$9.25 x 9

DIVERSIFIED OCCUPATIONS I

$\begin{array}{r} \$16.24 \\ \times \quad 2 \\ \hline \end{array}$	$\begin{array}{r} \$15.18 \\ \times \quad 4 \\ \hline \end{array}$	$\begin{array}{r} \$16.29 \\ \times \quad 3 \\ \hline \end{array}$
$\begin{array}{r} \$17.54 \\ \times \quad 5 \\ \hline \end{array}$	$\begin{array}{r} \$15.56 \\ \times \quad 6 \\ \hline \end{array}$	$\begin{array}{r} \$96.63 \\ \times \quad 7 \\ \hline \end{array}$
$\begin{array}{r} \$35.42 \\ \times \quad 9 \\ \hline \end{array}$	$\begin{array}{r} \$87.77 \\ \times \quad 8 \\ \hline \end{array}$	$\begin{array}{r} \$95.69 \\ \times \quad 9 \\ \hline \end{array}$
$\begin{array}{r} \$.47 \\ \times \ 17 \\ \hline \end{array}$	$\begin{array}{r} \$\ .26 \\ \times \ 18 \\ \hline \end{array}$	$\begin{array}{r} \$\ .36 \\ \times \ 11 \\ \hline \end{array}$
$\begin{array}{r} \$\ .97 \\ \times \ 23 \\ \hline \end{array}$	$\begin{array}{r} \$\ .68 \\ \times \ 58 \\ \hline \end{array}$	$\begin{array}{r} \$\ .33 \\ \times \ 77 \\ \hline \end{array}$

DIVERSIFIED OCCUPATIONS I

$6.12 x 12	$5.52 x 14	$2.69 x 32
$7.36 x 84	$6.28 x 57	$4.96 x 83
$6.09 x 35	$5.08 x 46	$9.40 x 83
$5636 x 25	$65.88 x 53	$74.39 x 96

DIVERSIFIED OCCUPATIONS I

$30.08
x 59

$50.80
x 68

$90.59
x 82

Directions: Use the tax table to find the sales tax on the following amounts.

	Amount	Sales Tax	Total
1)	$11.12	________	________
2)	$14.15	________	________
3)	$17.25	________	________

When multiplying money, put the same number of decimal places in the answer as there are in the problem.

Example:

$$\begin{array}{r} \$\,43.55 \\ \times\quad 32 \\ \hline 8710 \\ 13065 \\ \hline \$\,1{,}393.60 \end{array}$$

← 2 decimal places in the problem

← There must be 2 decimal places in the answer

DIVERSIFIED OCCUPATIONS I

Directions: Use the menu to find the item price. Multiply to find total price.

	Item Price	Total Price
1) Five Huts Burgers		
2) Six Colas		
3) Twelve Steak Dinners		
4) Twenty-seven Puddings		
5) Ten Tuna Sandwiches		

Directions: Use the menu to solve the following story problems.

1) What would be the cost of 6 Steak Dinners?

2) Find the cost of 8 Chicken Sandwiches.

3) How much would 9 Steak Dinners cost?

4) What would be the cost of 3 pieces of Lemon Pie, 4 pieces of Chocolate Cake, and 4 cups of Hot Tea?

5) Brady and several of his friends were going on a picnic. He stopped at the Hamburger Hut and ordered food to go. He bought 6 Jumbo Burgers, 8 orders of French Fries, 7 orders of Onion Rings, and 9 colas. How much did Brady have to pay for food for the picnic?

6) Deanna and her friends had lunch at the Hamburger Hut. They ordered 6 Tuna Sandwiches, 3 Root Beers, and 4 Colas. How much did they spend?

DIVERSIFIED OCCUPATIONS I

Directions: Solve the following story problems without the menu.

1) By working at the Hamburger Hut, Ed can earn money for school. He makes $3.80 an hour. Find out how much he'll earn for 75 hours.

2) Julie makes $3.50 an hour. She worked 36 hours last week. Find out how much money she earned for the week.

3) Each month $54.20 is taken out of Kitty's paycheck for taxes. What is the total amount taken out of her paycheck in one year?

Directions: Figure out how much each employee has earned working at the Hamburger Hut.

	Employee	Hours Worked	Hourly Wage	Amount Earned
1)	Helen	24	$3.75	________
2)	George	27	$3.95	________
3)	Wendy	52	$4.05	________
4)	Barbara	69	$4.35	________
5)	Janet	34	$4.10	________

DIVERSIFIED OCCUPATIONS I

Directions: Use menu to find prices. Multiply to find item costs. Add check to find subtotal. Use tax table to find amount of tax. Add subtotal and tax. Subtract total from amount paid to find change due.

	The Hamburger Hut	
5	Chili Burgers	
4	Patty Melts	
3	Colas	
6	Root Beers	
	Subtotal	
	Tax	
	Total	

Amount Paid $40.00 ______ Change

	The Hamburger Hut	
4	Ham Sandwiches	
4	Vegetable Soups	
8	Milks	
	Subtotal	
	Tax	
	Total	

Amount Paid $30.00 ______ Change

	The Hamburger Hut	
3	Reuben Sandwiches	
4	Club Sandwiches	
3	Milk Shakes	
4	Root Beers	
	Subtotal	
	Tax	
	Total	

Amount Paid $50.00 ______ Change

	The Hamburger Hut	
3	Meat Loaf Dinners	
4	Beef Stew Dinners	
7	Hot Teas	
	Subtotal	
	Tax	
	Total	

Amount Paid $100.00 ______ Change

DIVERSIFIED OCCUPATIONS I

DIVISION

$4\overline{)\$.64}$	$3\overline{)\$.78}$	$6\overline{)\$.96}$
$7\overline{)\$.89}$	$6\overline{)\$.80}$	$8\overline{)\$.95}$
$8\overline{)\$2.56}$	$9\overline{)\$9.18}$	$4\overline{)\$7.24}$
$6\overline{)\$7.30}$	$3\overline{)\$3.67}$	$8\overline{)\$9.97}$
$7\overline{)\$8.64}$	$4\overline{)\$8.69}$	$6\overline{)\$9.24}$
$4\overline{)\$32.00}$	$9\overline{)\$36.00}$	$3\overline{)\$72.00}$
$6\overline{)\$21.33}$	$2\overline{)\$80.41}$	$8\overline{)\$23.09}$

DIVERSIFIED OCCUPATIONS I

$3\overline{)\$32.30}$ $5\overline{)\$36.37}$ $6\overline{)\$25.14}$

$14\overline{)\$.98}$ $22\overline{)\$.44}$ $42\overline{)\$.84}$

$46\overline{)\$7.36}$ $32\overline{)\$8.32}$ $13\overline{)\$9.62}$

$19\overline{)\$5.71}$ $26\overline{)\$5.97}$ $46\overline{)\$9.28}$

$12\overline{)\$11.52}$ $59\overline{)\$27.73}$ $96\overline{)\$62.40}$

DIVERSIFIED OCCUPATIONS I

$64\overline{)\$98.72}$	$92\overline{)\$10.04}$	$70\overline{)\$79.27}$
$17\overline{)\$429.42}$	$26\overline{)\$371.28}$	$29\overline{)\$706.15}$
$52\overline{)\$193.27}$	$61\overline{)\$276.24}$	$25\overline{)\$548.76}$

Directions: Solve the following problems using the menu.

	Order	Cost	Divided	Cost Each
1)	4 Chef Salads	______	5 ways	__________
2)	10 Colas	______	5 ways	__________
3)	6 Shrimp Salads	______	3 ways	__________
4)	6 Waldorf Salad	______	8 ways	__________
5)	7 Chili Burgers	______	5 ways	__________

DIVERSIFIED OCCUPATIONS I

Directions: Solve the following story problems without the menu.

1) The bill for hamburgers and Colas came to $41.60. Thirty-two people shared the cost equally. How much did each person pay?

2) In May, the Hamburger Hut used 465 gallons of milk. What was the average amount used each day?

3) Last year 10,800 hamburgers were sold. What was the average number of burgers sold every month?

Directions: Solve the following story problems using the menu.

1) The Jackson family, the Jones family, and the Allen family went for breakfast together. They had the following: 6 orders of Hot Cakes, 4 orders of Bacon and Eggs, 8 glasses of Orange Juice, and 8 cups of coffee.

   a) Altogether, how much did the three families owe?____________

   b) If the cost is shared equally, how much will each family pay?____________

2) The Track Team ate at the Hamburger Hut after the meet. Their order included 4 Hut Burgers, 5 Avacado Burgers, 6 orders of Onion Rings, and 1 piece of Carrot Cake.

   a) How much did the check total?________________________

   b) Their change from $40.00 would be how much?_______________

   c) The 9 team members each pay an equal share of the bill. How much does each member pay?________________________

DIVERSIFIED OCCUPATIONS I

Directions: Use the menu to find prices. Multiply to find item costs. Add check to find subtotal. Use tax table to find amount of tax. Add subtotal and tax. Divide total to find cost per person.

The Hamburger Hut		
3	Cereals	
2	Ham and Eggs	
1	order French Toast	
3	Orange Juices	
	Subtotal	
	Tax	
	Total	

6 people share the cost of the check. How much does each person pay? ____________

The Hamburger Hut		
4	Jumbo Burgers	
4	orders French Fries	
4	Iced Teas	
1	Root Beer	
	Subtotal	
	Tax	
	Total	

7 people share the cost of the check. How much does each person pay? ____________

DIVERSIFIED OCCUPATIONS I

UNIT #15

TEST

1) Write the amounts below using the dollar sign ($) and decimal point (.).

four cents __________

twenty-five cents __________

twelve dollars and three cents __________

2) Find the cost of the following items:

four Jumbo Burgers @ $3.25 each __________

three Shrimp Salads @ $4.50 each __________

3) Mr. Harris stops at the Hamburger Hut for breakfast. His check totals $5.65 and he pays with $20.00. How much change does he receive?

4) Leslie buys a Hut Burger for $2.25, French Fries for $1.00, and a Cola for $.55. How much does she spend?

5) Miss Henry took her sister out for lunch. She spends $14.00. What amount of change will she get back from $50.00?

6) Clay has a Steak Dinner for $5.95, Milk for $.55, a side order of French Fries for $1.00, and a piece of Cheese Cake which is $1.50. He gives the cashier a $20.00 bill to pay for his dinner. How much will his change be?

7) Kelly, the cashier at the Hamburger Hut, had $1,368.50 in the bank. She withdrew money and bought a stereo for $650.75 and record albums for $36.15. How much money does she have left?

8) Avocado Burgers are $3.75. How much money will the Hamburger Hut collect if 86 Avocado Burgers are sold?

9) Amanda makes $3.90 an hour working at the Hamburger Hut. Last week she worked 37 hours. How much money did she earn for the week?

DIVERSIFIED OCCUPATIONS I

10) Sandy earned $356.25. She worked a total of 95 hours. Find out how much Sandy earned per hour.

11) Matt, Mike and Mark went to the Hamburger Hut for lunch. They ordered 3 Chili Burgers at $2.35 each, 1 Tomato Juice for $.64, and 2 Colas at $.55 each.

a. Altogether, how much will the boys' lunch cost?____________

b. If they pay with $20.00, what amount will they receive in change?

____

c. How much will each boy owe if they split the bill 3 ways?____________

$$\begin{array}{r} \$.43 \\ +.31 \\ \hline \end{array} \qquad \begin{array}{r} \$\ .32 \\ .24 \\ +\ .21 \\ \hline \end{array} \qquad \begin{array}{r} \$3.24 \\ +1.43 \\ \hline \end{array} \qquad \begin{array}{r} \$4.45 \\ 3.32 \\ +\ 1.20 \\ \hline \end{array}$$

$$\begin{array}{r} \$.26 \\ +.64 \\ \hline \end{array} \qquad \begin{array}{r} \$3.46 \\ +3.28 \\ \hline \end{array} \qquad \begin{array}{r} \$3.79 \\ +5.42 \\ \hline \end{array} \qquad \begin{array}{r} \$\ 8.77 \\ +\ 6.59 \\ \hline \end{array}$$

$$\begin{array}{r} \$8.75 \\ 2.84 \\ +\ 4.27 \\ \hline \end{array} \qquad \begin{array}{r} \$56.99 \\ +\ 27.94 \\ \hline \end{array} \qquad \begin{array}{r} \$53.87 \\ 26.35 \\ +\ 12.35 \\ \hline \end{array} \qquad \begin{array}{r} \$\ .57 \\ -\ \ .24 \\ \hline \end{array}$$

DIVERSIFIED OCCUPATIONS I

$$\begin{array}{r} \$4.76 \\ \underline{-3.26} \end{array} \qquad \begin{array}{r} \$35.29 \\ \underline{-24.03} \end{array} \qquad \begin{array}{r} \$\ .57 \\ \underline{-.28} \end{array} \qquad \begin{array}{r} \$5.72 \\ \underline{-1.85} \end{array}$$

$$\begin{array}{r} \$26.38 \\ \underline{-19.49} \end{array} \qquad \begin{array}{r} \$5.00 \\ \underline{-2.97} \end{array} \qquad \begin{array}{r} \$40.00 \\ \underline{-8.76} \end{array} \qquad \begin{array}{r} \$70.00 \\ \underline{-56.43} \end{array}$$

$$\begin{array}{r} \$48.54 \\ \underline{-17.45} \end{array} \qquad \begin{array}{r} \$80.00 \\ \underline{-22.37} \end{array} \qquad \begin{array}{r} \$72.75 \\ \underline{-38.86} \end{array} \qquad \begin{array}{r} \$6.00 \\ \underline{-2.88} \end{array}$$

$$5\overline{)\$.75} \qquad 6\overline{)\$9.24} \qquad 9\overline{)\$56.00}$$

$$17\overline{)\$.68} \qquad 32\overline{)\$6.72} \qquad 16\overline{)\$4.06}$$

$$32\overline{)\$68.59} \qquad 31\overline{)\$16.12} \qquad 26\overline{)\$780.00}$$

DIVERSIFIED OCCUPATIONS I

$$\begin{array}{r}\$.46\\ \times\quad 8\\ \hline\end{array}\qquad\begin{array}{r}\$.92\\ \times\quad 9\\ \hline\end{array}\qquad\begin{array}{r}\$2.49\\ \times\quad 7\\ \hline\end{array}\qquad\begin{array}{r}\$5.27\\ \times\quad 6\\ \hline\end{array}$$

$$\begin{array}{r}\$52.37\\ \times\quad 4\\ \hline\end{array}\qquad\begin{array}{r}\$62.39\\ \times\quad 3\\ \hline\end{array}\qquad\begin{array}{r}\$.49\\ \times\ 26\\ \hline\end{array}\qquad\begin{array}{r}\$3.29\\ \times\ 32\\ \hline\end{array}$$

$$\begin{array}{r}\$5.37\\ \times\ 49\\ \hline\end{array}\qquad\begin{array}{r}\$7.07\\ \times\ 20\\ \hline\end{array}\qquad\begin{array}{r}\$52.44\\ \times\ 38\\ \hline\end{array}$$

$$\begin{array}{r}\$78.95\\ \times\ 49\\ \hline\end{array}\qquad\begin{array}{r}\$50.08\\ \times\ 63\\ \hline\end{array}$$

$$52\overline{)\$193\dot{.}27}\qquad\qquad 68\overline{)\$159\dot{.}63}$$

DIVERSIFIED OCCUPATIONS I

UNIT 16

Payroll

1

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME Payroll
2. LESSON NAME Introduction
3. LESSON TIME 1 to 2 days
4. TEACHER SET-UP Copies: pretest, vocabulary, packet
5. MATERIALS NEEDED
6. PERFORMANCE OBJECTIVES

A) TSWBAT use time cards to figure a weeks wages

B)

C)

7. EVALUATION
8. SPECIAL NOTES

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
1) Pretest	1) HANDOUT, complete and turn in
2) Vocabulary	2) HANDOUT, give definitions
3) Time cards	3) -time cards and paychecks will help you keep track of your time -get paid the right amount -to figure out your income you need to know 2 things: -wages per hour -how many hours you worked -if you make $3.50 an hour and work 10 hours, how much will you earn?
4) Introduction to Time Cards	4) HANDOUT, complete and discuss

DIVERSIFIED OCCUPATIONS I

UNIT #16

PRETEST

Read each statement. If true, circle T. If false, circle F.

T F 1) Your take-home pay means your total wages.

T F 2) Almost everyone pays FICA taxes.

T F 3) FICA taxes pay Social Security contributions.

T F 4) Withholding taxes are taken from most workers' paychecks.

T F 5) Survivors benefits help the family after a worker has died.

T F 6) You cannot get back an overpayment of income tax.

T F 7) Most states do not have a state income tax.

T F 8) Deductions from your paycheck can pay for many things.

T F 9) You should never ask anyone to help you complete a tax return.

T F 10) You may ask for paycheck deductions which will buy savings bonds.

T F 11) You do not need to file a tax return if you did not earn much.

T F 12) There is usually a record of your current earnings attached to your paycheck.

T F 13) To get Social Security benefits, you must work a certain number of quarters.

T F 14) Social Security payments are not given to anyone under 20 years old.

T F 15) Everyone pays the same amount of income tax.

T F 16) Individual Income Tax Returns should be mailed by April 15.

T F 17) Health insurance payments may be deducted from your paycheck.

T F 18) An Individual Income Tax Return is for one person only.

T F 19) You must buy directions to fill out a tax return.

T F 20) You must pay someone to fill out your tax return.

DIVERSIFIED OCCUPATIONS I

UNIT #16

VOCABULARY

1) CHARITY
2) CURRENT EARNINGS
3) DIVIDEND
4) DUES
5) FICA
6) GOVERNMENT SERVICES
7) INDIVIDUAL INCOME TAX RETURN
8) LIFE INSURANCE
9) MEDICAL INSURANCE
10) PERSION
11) SPOUSE
12) WITHHOLDING TAX

DIVERSIFIED OCCUPATIONS I

INTRODUCTION TO TIME CARDS

PUZZLER

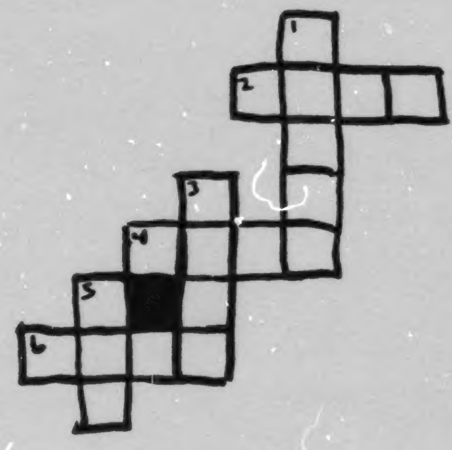
Fill in the blank in each sentence clue. Then use your answers to complete the crossword puzzle.

Down:

1. Mark want to make sure he gets paid the right amount of______________.
3. Mark needs to keep track of his hours. Then his boss can figure out how much he should be_________________.
5. Mark's_____________________=the number of hours he works x the amount he gets paid for each hour.

Across:

2. How much you get paid depends partly on how much you earn each___________.
4. How much you get paid depends partly on how_______________hours you work.
6. Mark's boss gives him a time_____________so that he can keep track of his hours.



DIVERSIFIED OCCUPATIONS I

INFORMATION ON A TIME CARD

Tony Bronson works in a supermarket. His time card has places for several different kinds of information.

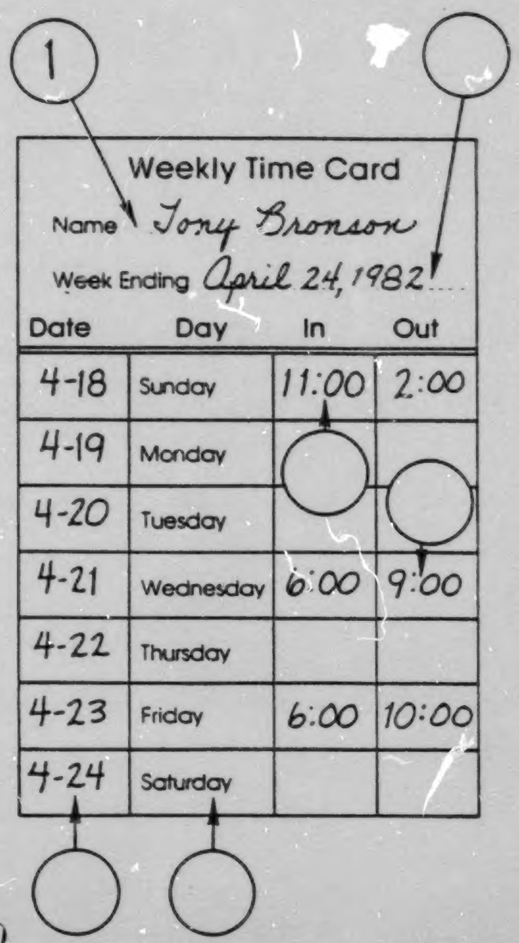
Look at Tony's time card and the circles. Each circle has an arrow pointing to one kind of information.

Match each circle and arrow with one of the place names in the list below. Write each number from the list in the matching circle. The first one is done for you.

1. Place for Tony's name
2. Place for the date at the end of the week
3. Place for the dates in the week
4. Place for the days of the week
5. Place for the time Tony cam in to work on Sunday
6. Place for the time Tony went out from work Wednesday

As you can see, Tony's time card has places for:

1. his name
2. the date the week ends
3. the dates in the week
4. the days of the week
5. his IN times
6. his OUT times



Weekly Time Card

Name *Tony Bronson*

Week Ending *April 24, 1982*

Date	Day	In	Out
4-18	Sunday	11:00	2:00
4-19	Monday		
4-20	Tuesday		
4-21	Wednesday	6:00	9:00
4-22	Thursday		
4-23	Friday	6:00	10:00
4-24	Saturday		

DIVERSIFIED OCCUPATIONS I

ALL KINDS OF TIME CARDS

There are many different kinds of time cards. Tony's time card is called a Weekly Time Card. Other time cards have names like Job Card, Weekly Time Ticket, or Time Chart.

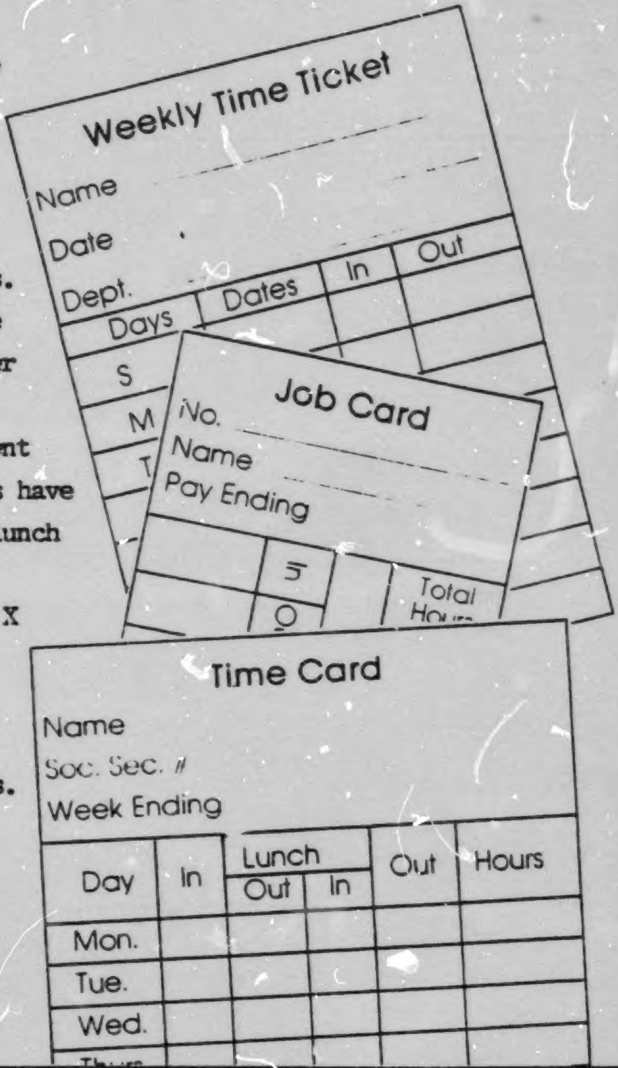
Time cards are different in other ways. Some are large. Some are small. Some are for one week or work. Others cover a two-week pay period.

Time cards can have places for different kinds of information. Many time cards have places to show the time you take for lunch each day. One of the time cards has places to show lunchtimes. Put a big X on that card.

THREE KINDS OF INFORMATION

All time cards are alike in three ways. They all have:

1. a place for your name
2. places to show the dates of the pay period
3. places for you to keep track of the hours you work



Weekly Time Ticket

Name

Date

Dept.

Days	Dates	In	Out
S			
M			
T			

Job Card

No.

Name

Pay Ending

	In		Total Hours
	Out		

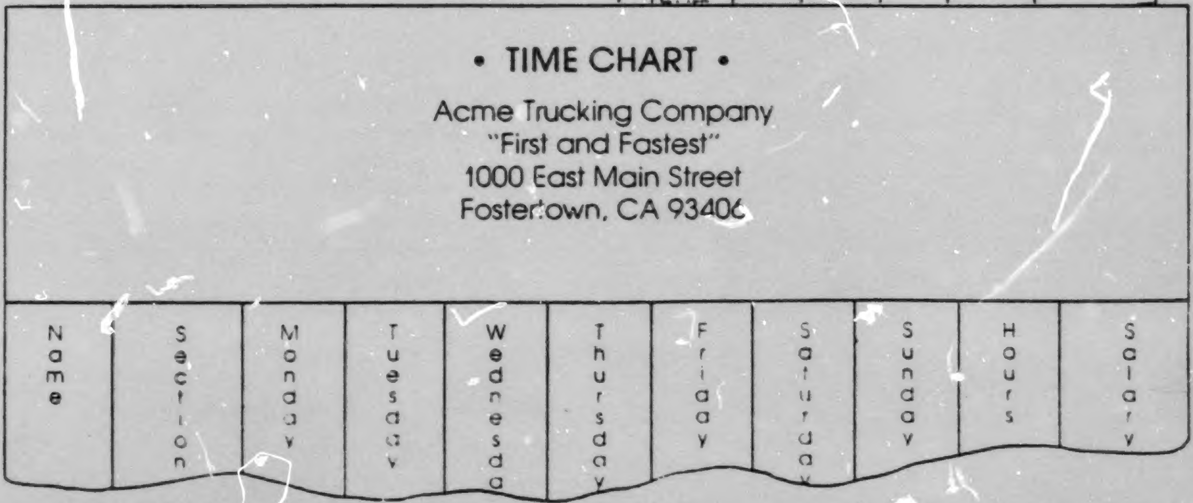
Time Card

Name

Soc. Sec. #

Week Ending

Day	In	Lunch		Out	Hours
		Out	In		
Mon.					
Tue.					
Wed.					
Thurs.					



• TIME CHART •

Acme Trucking Company
"First and Fastest"
1000 East Main Street
Fostertown, CA 93406

Name	Section	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Hours	Salary

DIVERSIFIED OCCUPATIONS I

TIME OUT

Read each sentence below. Is it true or false. Show your answer by circling T for true or F for false.

T F 1. There is only one kind of time card.
T F 2. Job Card is another name for a time card.
T F 3. All time cards have a place to show the time you take for lunch.
T F 4. All time cards are for one week of work.
T F 5. All time cards show the dates of the pay period you work.
T F 6. All time cards are for keeping track of the hours you work.

THINKING TIME

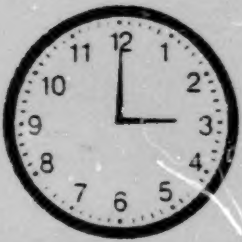
Some time cards have a place to put your rate of pay. Your rate is the amount you earn for each hour you work. Why do you think your rate of pay is on some time cards? Write your answer below.

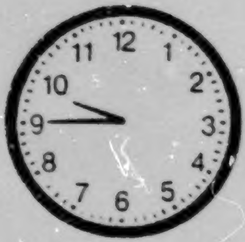
THREE TIPS ON WRITING THE TIME

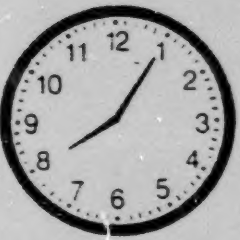
1. When the time is exactly on the hour, write two zeros in the minutes place.
   Four o'clock = 4:00
2. When you want to show less than ten minutes in the minutes place, put a zero in front of the number of minutes.
   Three minutes after seven = 7:03
3) When you want to show ten or more minutes, write the number the way you always do.
   Fifteen minutes after six = 6:15

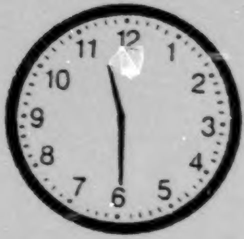
DIVERSIFIED OCCUPATIONS I

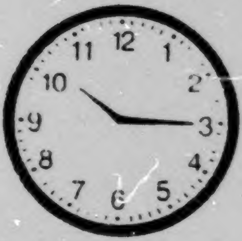
Now use all three tips to write times the short way. On the line next to each clock, write the time the clock shows.

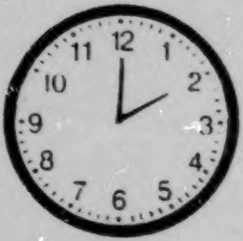
1\.

Three o'clock

4\.

Forty-five minutes after nine

2\.

Five minutes after eight

5\.

Eleven-thirty

3\.

Ten-fifteen

6\.

Two o'clock

DIVERSIFIED OCCUPATIONS I

MORNING, NOON, OR NIGHT

For some jobs, you need to show whether you work in the morning or night. Suppose you just write 11:00 on your time card. Your boss won't know if you mean 11:00 in the morning or 11:00 at night. You can show what you mean by using the short forms, or abbreviations.

Abbreviation:	Meaning:
A.M.	Morning-from one second after midnight until one second before noon
12:00 M.	Noon
P.M.	Afternoon-from one second after noon until one second before midnight
12:00 P.M.	Midnight

Write the times below the short way. Use numbers and abbreviations.

1) Midnight____________________________
2) Three o'clock in the morning________________
3) Ten o'clock in the morning__________________
4) Noon______________________________
5) Three o'clock in the afternoon_______________
6) Ten o'clock at night______________________

PUZZLER

Circle the correct word to complete each clue. Then use your answers to fill in the crossword puzzle.

Down:

1. In 6:08, the 08 stands for the
   hours minutes
2. 12:00 P.M. means
   noon midnight
4. 9:30 A.M. means nine-thirty in the
   afternoon morning
5. In 11:15, the 11 stands for the
   hours minutes

DIVERSIFIED OCCUPATIONS I

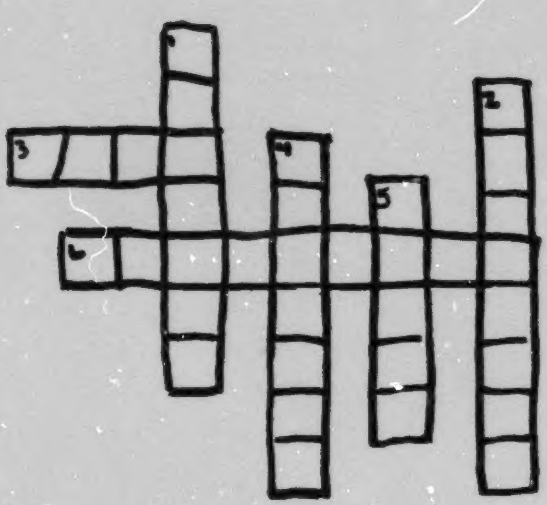
Across:

3. 12:00 M. means

noon midnight

6. 3:45 P.M. means three forty-five in the

morning afternoon



DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME Payroll
2. LESSON NAME Time Cards
3. LESSON TIME 1 day
4. TEACHER SET-UP Copies: Keeping track of time, Time for lunch, Before and after, Time to review, Adding up daily hours, Susan's dialy hours
5. MATERIALS NEEDED
6. PERFORMANCE OBJECTIVES

   A) TSWBAT use time cards to figure a weeks wages

   B)

   C)
7. EVALUATION
8. SPECIAL NOTES

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
1) Keeping Track of Time	1) HANDOUT, read, complete
2) Time For Lunch	2) HANDOUT, read, complete
3) Before and After	3) HANDOUT, read and dsicuss and complete
4) Time to Review	4) HANDOUT, read and complete
5) Adding Up Daily Hours	5) HANDOUT, read and complete
6) Susan's Daily Hours	6) HANDOUT, read and complete

DIVERSIFIED OCCUPATIONS I

KEEPING TRACK OF TIME

You now know how to write the time. So you are ready to put your hours on a time card.

Fill out the time card at the right. First, write your name on the line marked Name.

Now look at the clocks on the next page. They show your morning in times. They also show your afternoon Out times.

Write the time from each clock in the correct box on the time card. The times for Monday are filled in for you.

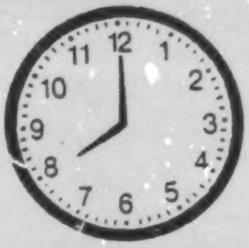
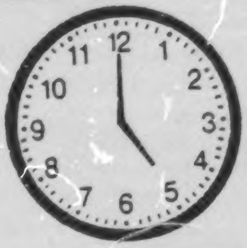
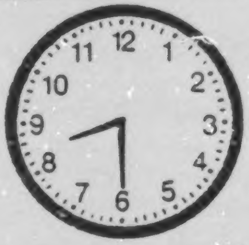
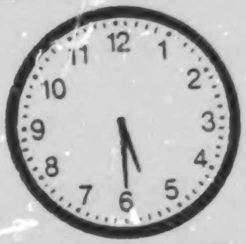
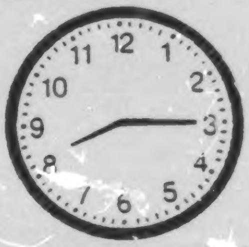
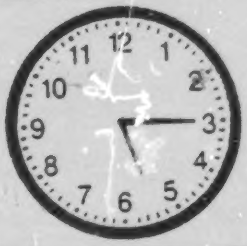
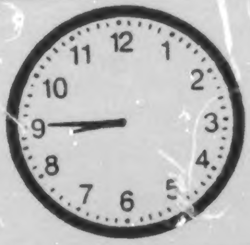
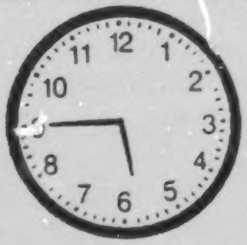
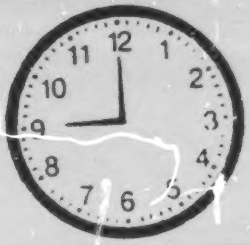
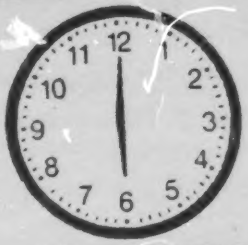
Weekly Time Card

Name ________________________

Week Ending January 9, 1982

Day	In	Out
Sunday		
Monday	8:00 A.M.	5:00 P.M.
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		

DIVERSIFIED OCCUPATIONS I

Day	In	Out
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

DIVERSIFIED OCCUPATIONS I

TIME FOR LUNCH!

Some time cards are like theone on this page. They have a place marked A.M. Under A.M., there are places to put the time you come In in the morning and the time you go Out for lunch. What do you think the places under P.M. are for? Write your answers below.

P.M. IN____

P.M. OUT____

Under P.M., you put thetime you come In after lunch. Then you write the time you go Out at the end of the day.

Weekly Time Card

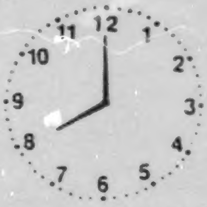
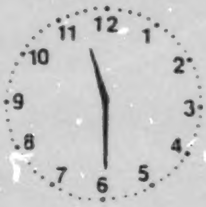
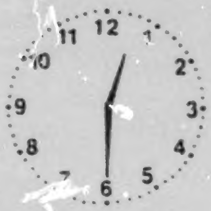
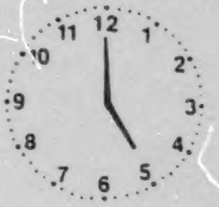
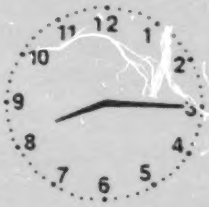
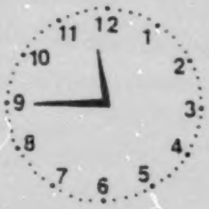
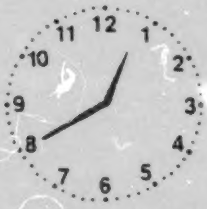
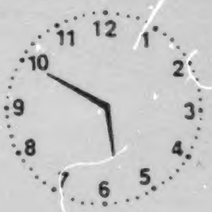
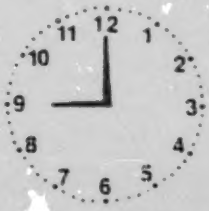
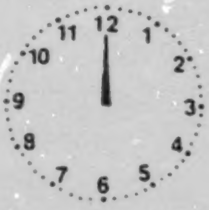
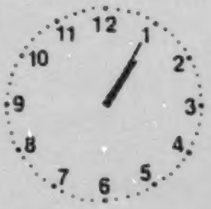
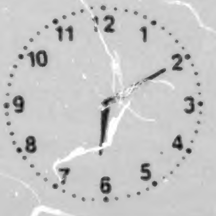
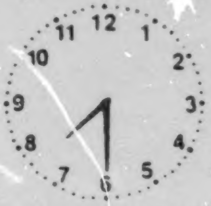
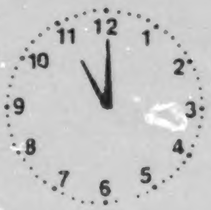
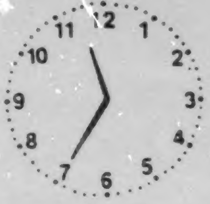
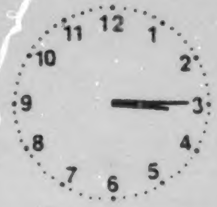
Name ____

Week Ending ____________________________________

Day	A.M.		P.M.	
	In	Out	In	Out
Sunday				
Monday	8:00	11:30	12:30	5:00
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

BEFORE AND AFTER

Use the days and times shown on the clocks to fill in the time card on the last page. The morning times are marked Before Lunch. They go under A.M. on the time card. The afternoon times are marked After Lunch. They go under P.M. on the time card. Monday's hours are filled in for you. Fill in the hours for Tuesday, Thursday, and Saturday.

	Before Lunch		After Lunch	
	In	Out	In	Out
Monday				
Tuesday				
Thursday				
Saturday				

TIME TO REVIEW

WHY KEEP TRACK OF TIME?

Match the phrases below to complete the ideas. Draw a line from the words on the left to the words on the right. The first pair is done for you.

1) Your boss needs to know	if your pay is for the right number of hours.
2) You need to know	times the number of hours you work.
3) You can make plans	how many hours to pay you for.
4) Your rate of pay is	the amount you earn for each hour you work.
5) You get paid your hourly rate	if you know how many hours you will be paid for.

HOW CAN YOU KEEP TRACK OF YOUR TIME?

Find the word in the box that belongs in each blank. Then write in your answer.

1) A time ______________ is a form that helps you keep track of the number of hours you work.

2) Time cards have places to mark the times you come ____________ to work and go ________________ from work.

3) All time cards have some way of showing the ______________ of the pay period.

4) A ______________ card is another name for a time card.

job
in
dates
card
out

DIVERSIFIED OCCUPATIONS I

WRITING YOUR TIME

Write these times in numbers:

Eight o'clock________________________

Seven minutes after eight_____________

Eight-fifteen________________________

Eight-thirty_________________________

Eight forty-five_____________________

Eight fifty-two______________________

Tell what each thing mean. Circle your answer.

1) A.M.
   morning noon afternoon
2) 12:00 M.
   morning noon midnight
3) P.M.
   morning noon afternoon
4) 12:00 P.M.
   morning noon midnight

USING WHAT YOU KNOW

Fill in the missing times on the card.

In	Out
Monday	
Seven o'clock in the morning	Five after eleven in the morning
Wednesday	
Four-thirty in the afternoon	Eight twenty-three at night
Friday	
Midnight	Five forty-five in the morning

Weekly Time Card

Name

Week Ending *February 13, 1982*

Day	In	Out
Sunday	1:00 P.m.	5:08 P.m.
Monday		
Tuesday	9:30 A.m	1:15 P.m.
Wednesday		
Thursday	10:10 A.m.	2:20 P.m.
Friday		
Saturday	12:00 m.	4:45 P.m.

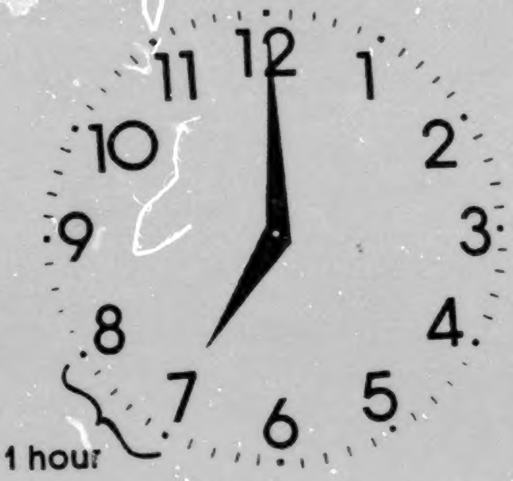
DIVERSIFIED OCCUPATIONS I

ADDING UP DAILY HOURS

Figure out how many hours Manuel worked on Monday. Use the clock to help you fill in the blanks below. The first one is done for you.

1) From 7:00 to 8:00 is_____hour.
2) From 8:00 to 9:00 is_____hour.
3) From 9:00 to________is 1 hour.
4) From 10:00 to________is 1 hour.
5) From 11:00 to 12:00 is_____hour.
6) From_________to 1:00 is 1 hour.
7) From_________to 2:00 is 1 hour.
8) From 2:00 to 3:00 is_____hour.

How many hours are there between 7:00 and 3:00? To find out, add up all the 1's in front of the word hour in the sentences above. Write the total here______ Now count the hours between 7:00 and 3:00 on the clock. Write the total number of hours here.__________ Are both your answers 8? If so, you are right! Now you know how many hours Manuel worked on Monday. Put his total under Daily Hours on his time card. Manuel worked 8 hours on Monday.



Day	In	Out	Daily Hours
Sunday			
Monday	7:00A.M.	3:00P.M.	
Tuesday			

DIVERSIFIED OCCUPATIONS I

SUSAN'S DAILY HOURS

Susan Colby is a welder. She works all morning. Then she gets an hour for lunch before she goes back to work. Here is part of Susan's time card.

Day	A.M.		P.M.		HRS.
	In	Out	In	Out	
Monday	7:00	11:00	12:00	4:00	

How many hours did Susan work on Monday? To find out, you need to do three things:

1) Use the clock in the picture to help you add up Susan's morning hours. Write her A.M. hours here.__________________
Susan worked 4 hours Monday morning.

2) Add up Susan's afternoon hours. Write her P.M. hours here.______________
Susan worked 4 hours Monday afternoon.

3) Find the total number of hours Susan worked on Monday. Add her morning and afternoon hours together. Write the total here.____________
8 is the total.

What belongs in the empty box on Susan's time card? Fill in the place marked HRS. 8 belongs under HRS. Susan worked 8 hours on Monday.

ADDING UP SUSAN'S HOURS
Here is Susan's time card for a whole week.

Weekly Time Card

Name : Susan Colby

Week Ending September 10, 1982

Day	A.M.		P.M.		HRS.
	In	Out	In	Out	
Monday	7:00	11:00	12:00	4:00	8
Tuesday	8:00	12:00	1:00	3:00	
Wednesday	9:00	12:00	1:00	6:00	
Thursday	9:00	1:00	2:00	5:00	
Friday	6:00	10:00	11:00	2:00	

DIVERSIFIED OCCUPATIONS I

Use Susan's time card to helpyou complete the problems below. You can count Susan's morning and afternoon hours on the clock pictured on a previous page.

1) Tuesday--Total Hours

Morning______________
Afternoon+___________
TOTAL________________

2) Wednesday--Total Hours

Morning______________
Afternoon+___________
TOTAL________________

3) Thursday--Total Hours

Morning______________
Afternoon+___________
TOTAL________________

4) Friday--Total Hours

Morning______________
Afternoon+___________
TOTAL________________

Now fill in the rest of the boxes under HRS. on Susan's time card. Put each day's total next to the last OUT time for that day.

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME Payroll

2. LESSON NAME Counting Time

3. LESSON TIME 1 day

4. TEACHER SET-UP Copies: Being up to the minute, Counting whole hours, Counting hr & minutes, Writing down extra minutes, time to review, adding hrs

5. MATERIALS NEEDED

6. PERFORMANCE OBJECTIVES

A) TSWBAT count time using a time card.

B)

C)

7. EVALUATION

8. SPECIAL NOTES

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
1) Being Up to the Minute	1) HANDOUT, discuss and complete
2) Counting Whole Hours	2) HANDOUT, discuss and complete
3) Counting Hours and Minutes	3) HANDOUT, discuss and complete
4) Writing Down Extra Minutes	4) HANDOUT, discuss and complete
5) Time to Review	5) HANDOUT, discuss and complete
6) Adding Up Hours and Minutes	6) HANDOUT, discuss and complete

DIVERSIFIED OCCUPATIONS I

BEING UP TO THE MINUTE

Linda Wolf works part time at a movie theater. Her hours are different each day. One Monday night, Linda worked from 6:15 to 10:15. How many hours did she work? To find out, use the clock marked Monday to help you fill in the blanks below. The first one is done for you.

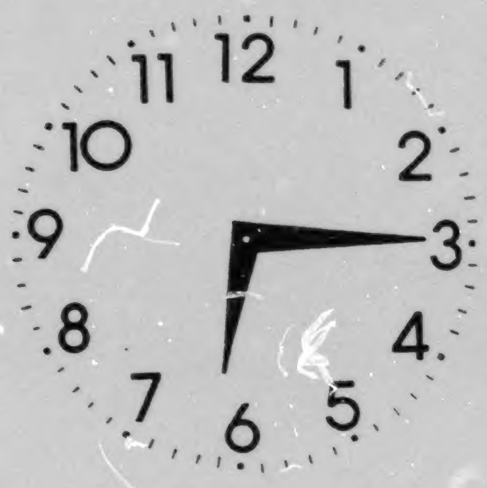
1) From 6:15 to 7:15 is __1____ hour.
2) From 7:15 to 8:15 is______ hour.
3) From_______to 9:15 is 1 hour.
4) From 9:15 to__________is 1 hour.

How many hours are there between 6:15 and 10:15? Add up all the 1's in front of the word hour in the sentences above. Write the total here.____________

Now count the hours between 6:15 and 10:15 on the clock. Write the total number of hours here.____________

Are both your answers 4? If so, you are right!

Monday



DIVERSIFIED OCCUPATIONS I

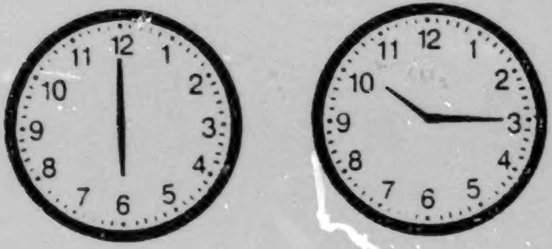
COUNTING WHOLE HOURS

You now know how to add up the day's hours when someone works whole hours. You know that from 6:00 to 10:00 is 4 whole hours. You also know that from 6:15 to 10:15 in 4 whole hours. Suppose Linda sells tickets from 6:30 to 10:30. How many hours does she work?____________ Right! 4 whole hours. Suppose Linda works from 6:45 to 10:45. How many hours does she work?_______________4 whole hours. Right again!

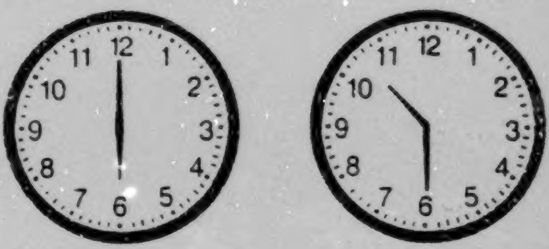
COUNTING EXTRA MINUTES

Sometimes Linda works a few hours and some extra minutes. She gets paid for those extra minutes. So Linda keeps track of all her time. One Tuesday night, Linda worked from 6:00 to 10:15. She worked 4 hours and____________ minutes. Use Tuesday's clocks to help you fill in the blank. Linda worked 4 hours and 15 minutes on Tuesday. On Wednesday, Linda worked from 6:00 to 10:30. She worked 4 hours and ____________minutes. Use Wednesday's clocks to help you fill in the blank. Linda worked 4 hours and 30 minutes on Wednesday. On Thursday, Linda worked from 6:00 to 10:45. She worked 4 hours and _____________minutes. Use Thursday's clocks to help you fill in the blank. Linda worked 4 hours and 45 minutes on Thursday.

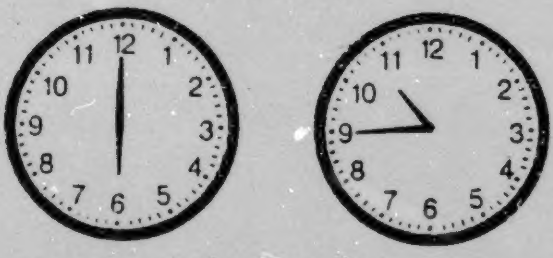
Tuesday



Wednesday



Thursday

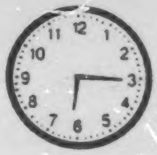


DIVERSIFIED OCCUPATIONS I

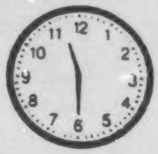
COUNTING HOURS AND MINUTES

Linda's friend Don Matsumoto also works at the movie theater. Don works part time. And his hours are different each day. One Friday night, Don worked from 6:15 to 11:30. How many hours did he work? Use the clocks to help you fill in the blanks.

6:15 to 11:15



11:15 to 11:30

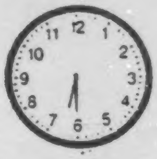


________ hours and ________ minutes

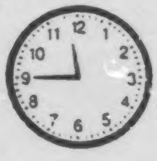
Don worked 5 hours and 15 minutes on Friday.

Saturday –
6:30 to 11:45

6:30 to 11:30



11:30 to 11:45

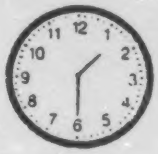


________ hours and ________ minutes

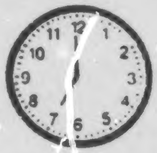
Don worked 5 hours and 15 minutes on Saturday.

Sunday –
1:30 to 7:00

1:30 to 6:30



6:30 to 7:00

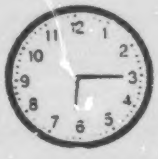


________ hours and ________ minutes

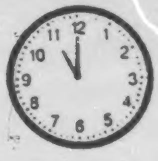
Don worked 5 hours and 30 minutes on Sunday.

Monday –
6:15 to 11:00

6:15 to 10:15



10:15 to 11:00



________ hours and ________ minutes

Don worked 4 hours and 45 minutes on Monday.

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DIVERSIFIED OCCUPATIONS I

WRITING DOWN EXTRA MINUTES

There is not enough space on a time card to write something like "5 hours and 15 minutes." So Don uses the short way to write parts of hours. 15 minutes = ¼ hour. So the short way to write "5 hours and 15 minutes" is 5¼. What is the short way to write "4 hours and 15 minutes"? Put your answer here.___________4¼ is the short way to write "4 hours and 15 minutes."

30 minutes = ½ hour. How would you write "6 hours and 30 minutes" the short way? Put your answer here.___________6½ is the short way to write "6 hours and thirty minutes."

45 minutes = 3/4 hour. How would you write "3 hours and 45 minutes" the short way? Put your answer here.______________3 3/4 is the short way to write "3 hours and 45 minutes."

Don's time card is on the next page. Use the In and Out times and the clock to help you figure out how many hours and minutes Don worked each day. Fill in the blanks below.

Sunday___________________hours and ________________minutes
Monday___________________hours and ________________minutes
Tuesday__________________hours and_________________minutes
Wednesday________________hours and_________________minutes
Thursday_________________hours and_________________minutes
Friday___________________hours and_________________minutes
Saturday_________________hours and_________________minutes

Now write your answers the short way on Don's time card. The first one is done for you.

Weekly Time Card

Name Donald Matsumoto

Week Ending March 20, 1982

Day	In	Out	Daily Hours
Sunday	6:00	10:15	4¼
Monday	7:15	11:30	
Tuesday	6:45	11:00	
Wednesday	6:30	11:00	
Thursday	6:15	10:45	
Friday	5:00	10:45	
Saturday	5:45	11:30	

TIME TO REVIEW

SUMMING UP

Match the phrases below to complete the ideas. Draw a line from the words on the left to the words on the right. The first pair is done for you.

1) Your "Daily Hours" are the
2) The short way to write "Hours"
3) To figure out daily hours, you add up all the
4) You can use the clock
5) Add your morning and afternoon hours to

is "Hrs." or "HRS"
to count your hours
number of hours you work each day
get the total for the day
hours between the time you come "In" and the time you go "Out"

COUNTING WHOLE HOURS

How many hours are there between.....

1) 8:00 A.M. and 12 M.?________________
2) 8:15 A.M. and 12:15 P.M.?_____________
3) 8:30 A.M. and 12:30 P.M.?_____________
4) 8:45 A.M. and 12:45 P.M.?_____________
5) 12:00 M. and 4:00 P.M.?______________
6) 12:00 M. and 5:00 P.M.?______________
7) 8:00 A.M. and 5:00 P.M.?_____________
8) 9:15 A.M. and 5:15 P.M.?_____________
9) 10:30 A.M. and 5:30 P.M.?____________
10) 11:45 A.M. and 5:45 P.M.?____________

WRITING PARTS OF HOURS

Circle your answers.

1) 15 minutes = _____hour
   1/4 1/2 3/4
2) 30 minutes = _______hour
   1/4 1/2 3/4
3) 45 minutes = _____hour
   1/4 1/2 3/4

Fill in the blanks. The first one has been done for you.

1) 5 hours and 45 minutes = __________hours
2) 3 hours and 30 minutes = __________hours
3) 7 hours and 15 minutes = __________hours
4) 6 hours and 45 minutes = __________hours

USING WHAT YOU KNOW

Fill out the rest of the time card.

Weekly Time Card

Name ______________________

Week Ending ______________________

Day	In	Out	HRS.
Sunday			
Monday	9:15	5:00	7¾
Tuesday	9:30	5:00	
Wednesday	8:45	5:00	
Thursday	8:15	4:45	
Friday	8:30	5:15	
Saturday			

DIVERSIFIED OCCUPATIONS I

ADDING UP HOURS AND MINUTES

When Janet and Roy finish work, each one adds up the hours. Some days they work several hours plus extra minutes. At the end of the week, they add all the whole hours and all the extra minutes. Here is part of Roy's time card for one week.

Day	Daily Hours
Sunday	$5\frac{1}{4}$
Monday	$8\frac{1}{4}$
Tuesday	$7\frac{1}{2}$
Wednesday	$6\frac{3}{4}$
Thursday	$8\frac{1}{2}$
Friday	$5\frac{3}{4}$
Saturday	
TOTAL	

How many hours and minutes did Roy work all together? To figure our Roy's total time, you need to do five things:

1) Write the number of hours and minutes Roy worked. Remember that--

   1/4 hour = 15 minutes
   1/2 hour = 30 minutes
   3/4 hour = 45 minutes

   Use Roy's time card to help you fill in the number of hours and minutes he worked each day. The first one is done for you.

Sunday ____hours and ____minutes
Monday ____hours and ____minutes
Tuesday ____hours and ____minutes
Wednesday ____hours and ____minutes
Thursday ____hours and ____minutes
Friday ____hours and ____minutes
Saturday ____hours and ____minutes
TOTALS ____hours and ____minutes

2) In the blanks in front of the word hours, you wrote the whole hours. Add up the whole hours and put your total on the bottom line.

3) In the blanks in front of the word minutes, you wrote the extra minutes. Add up the minutes and put your total on the bottom line. All together, Roy worked 39 hours and 180 minutes.

4) There are only 60 minutes in an hour. So you need to change 180 minutes to hours. To change minutes to hours, you divide 60 into the number of minutes. Do the problem below.

$$60\,\overline{)180}$$

The answer is 3. 180 minutes = 3 hours. So--All together, Roy worked 39 hours and 3 extra hours.

5) Find the total number of hours Roy worked. Do the problem below.

$$\begin{array}{r} 39 \\ \underline{+\ 3} \end{array}$$

Roy worked 42 hours all together. Put the total on Roy's time card.

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME Payroll
2. LESSON NAME Deductions
3. LESSON TIME 2 days
4. TEACHER SET-UP Copies: packet, test
5. MATERIALS NEEDED
6. PERFORMANCE OBJECTIVES

   A) TSWBAT explain federal withholding tax and workman's compensation.

   B) TSWBAT differentiate fixed and flexible deductions.

   C) TSWBAT explain the difference of gross and net income.

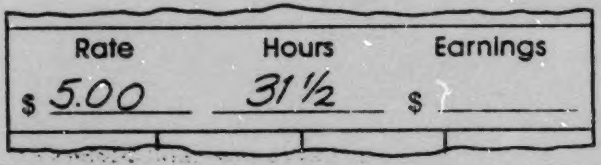
7. EVALUATION
8. SPECIAL NOTES

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
1) Hours and Minutes	1) HANDOUT, discuss and complete
2) Thinking Time	2) HANDOUT, discuss and complete
3) Take-Home Pay	3) HANDOUT, discuss and complete
4) Cashing a Paycheck	4) HANDOUT, discuss and complete
5) Time to Review	5) HANDOUT, discuss and complete
6) Tax deductions	6) -employers take money out for taxes and send it to the government -government uses the money for: roads, schools, police and other public service
7) Reading Lisa's Form W-4	7) HANDOUT, discuss and complete
8) Your Turn	8) HANDOUT, discuss and complete
9) Lisa's US Tax Deduction	9) HANDOUT, discuss and complete
10) Tom's US Tax Deduction	10) HANDOUT, discuss and complete
11) Social Security Tax	11) HANDOUT, discuss and complete
12) Other Deductions	12) HANDOUT, discuss and read and complete
13) Reading Victor's Check Stub	13) HANDOUT, discuss and complete
14) Checking Net Pay	14) HANDOUT, discuss and complete
15) Deductions	15) -workmen's compensation: small amount taken out of your check to cover your pay if you get hurt on the job -gross income: earning before deductions -net income: earning after deductions -fixed deductions: savings, insurance, dues -flexible deductions: taxes
16) Test	16) HANDOUT, complete and turn in

HOURS AND MINUTES

Here's part of one of David's time cards.



Rate	Hours	Earnings
$ 5.00	31 1/2	$

Fill in the blanks below.

$__________ x ________ = earnings.

$5.00 an hour x 31½ hours = David's earnings.

$5.00 is a decimal. But 31½ has a fraction. It will be easier to multiply the two numbers if you change the ½ to a decimal. ½ = .50

So 31½ = 31.50 hours. Now do the problem below.

```
  $5.00
x 31.50
```

Did you get $157.50? If so, you were right! Put that answer under Earnings on the time card.

PARTS OF HOURS

Suppose your total time for a pay period has a fraction. It's easier to figure out your earnings if you change the fraction to a decimal. Here are the decimals you will use most often.

1/4 = .25
1/2 = .50
3/4 = .75

Write the amounts below with decimals.

1) 28 1/4 = __________
2) 35 1/2 = __________
3) 21 3/4 = __________

THINKING TIME

Your boss has to use part of your earnings to pay your taxes. When you get paid, will the amount on your check be--

- * the same as your earnings?
- * less than your earnings?
- * more than your earnings?

TIME TO REVIEW

Find the word in the box that belongs in each blank. Then write in your answer.

1) To figure out your total hours for the week, you add up your ______________ hours.

2) The place on your time card to write in your total might be marked TOTAL______________ or ______________ TOTAL.

3) To add up hours and minutes, you do five things:

   a. You write the number of whole hours and the number of ____________.

   b. You add up the ______________ hours.

   c. You ______________ up the minutes.

   d. To change minutes to hours, you ______________ 60 into the number of minutes.

   e. You find the ___________ number of hours.

4) The amount you are paid for each hour you work is called your ______________ of pay.

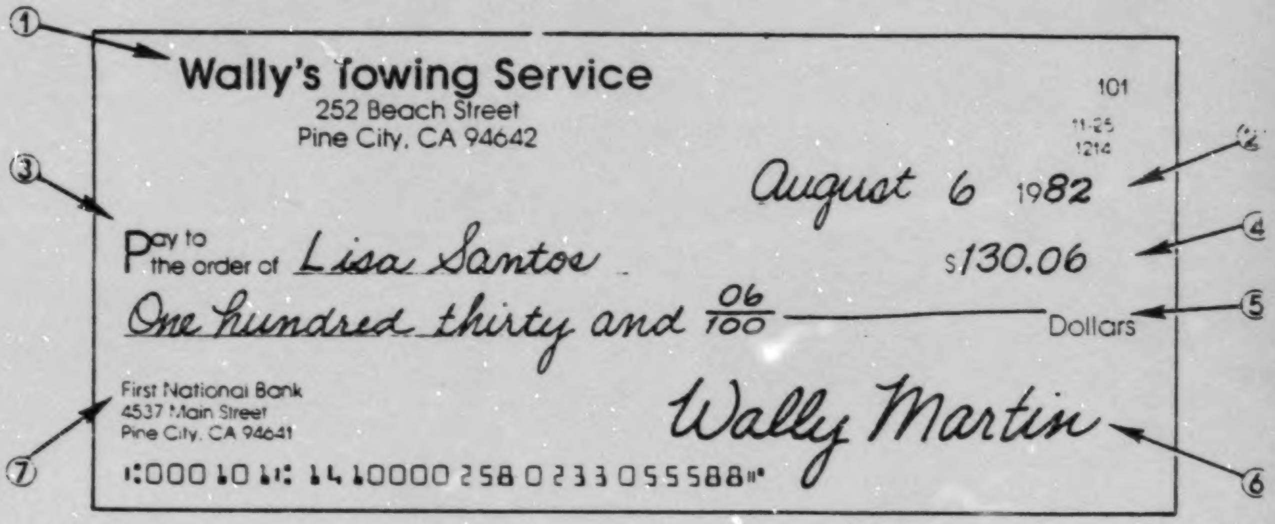
5) To figure out your earnings, you ________________ your rate of pay times your total hours.

weekly
add
total
rate
minutes
daily
whole
divide
multiply
time

DIVERSIFIED OCCUPATIONS I

TAKE-HOME PAY

It's the end of an exciting week for Lisa Santos. She has been learning how to tow cars for Wally's Towing Service. Now it's payday, and Lisa can't wait to get her first paycheck. Lisa worked 40 hours for $4.00 an hour. Now she is expecting a check for $160.00. When Lisa steps down from her truck, her boss hands her a check. "Here you go, Lisa," he says. "You really earned this." "Thanks," Lisa says with a big smile. But the smile fades when she looks at the check. It's for only $130.06. "There must be some mistake," she thinks. Lisa looks more carefully at her check. You also can look at the check right here.



Wally's Towing Service
252 Beach Street
Pine City, CA 94642

101

11-25
1214

August 6 1982

Pay to the order of Lisa Santos $130.06

One hundred thirty and 06/100 Dollars

First National Bank
4537 Main Street
Pine City, CA 94641

Wally Martin

:000101: 1410000 258 0233055588"

READING LISA'S PAYCHECK

Look at Lisa's paycheck. Use information from the check to complete the sentences below.

1) The name of the company for which Lisa works is

2) The date the check was written is

3) The name of the person to whom the check is written is

4) The amount of the check in figures is

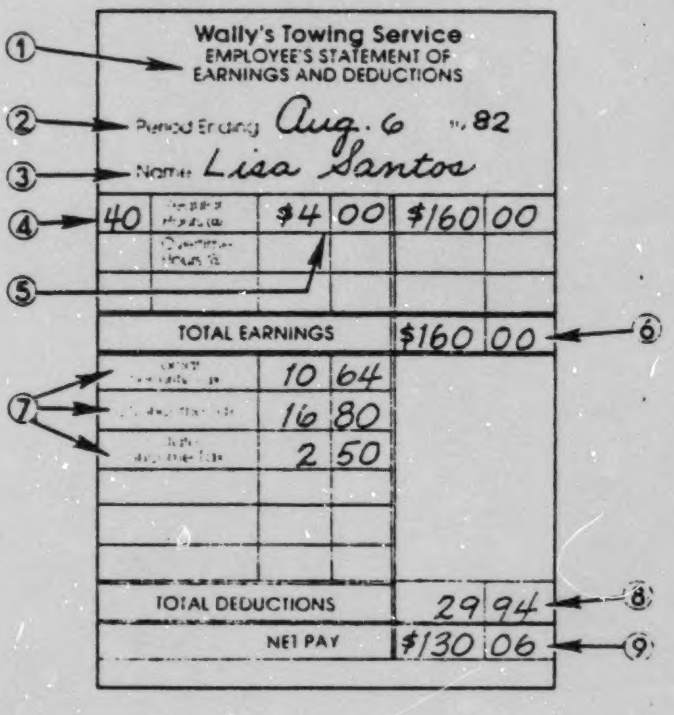
5) That same amount written in words and a fraction is

6) The name of the person who signed the check is

7) The name of the bank that Wally uses is

READING LISA'S CHECK STUB

We still don't know why Lisa got only $130.06 when her earnings were $160. But the check stub that comes with her check will tell us. It lists all Lisa's deductions. Deductions are amounts of money taken out for taxes and other things. Take a look at the stub below. Use information from the stub to complete the following sentences.



Wally's Towing Service
EMPLOYEE'S STATEMENT OF
EARNINGS AND DEDUCTIONS

Period Ending *Aug. 6* 19 82
Name *Lisa Santos*

40	[illegible]	*$4*	*00*	*$160*	*00*
	[illegible]				
TOTAL EARNINGS				*$160*	*00*
[illegible]		*10*	*64*		
[illegible]		*16*	*80*		
[illegible]		*2*	*50*		
TOTAL DEDUCTIONS				*29*	*94*
NET PAY				*$130*	*06*

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1) The stub is a statement of Lisa's earnings and

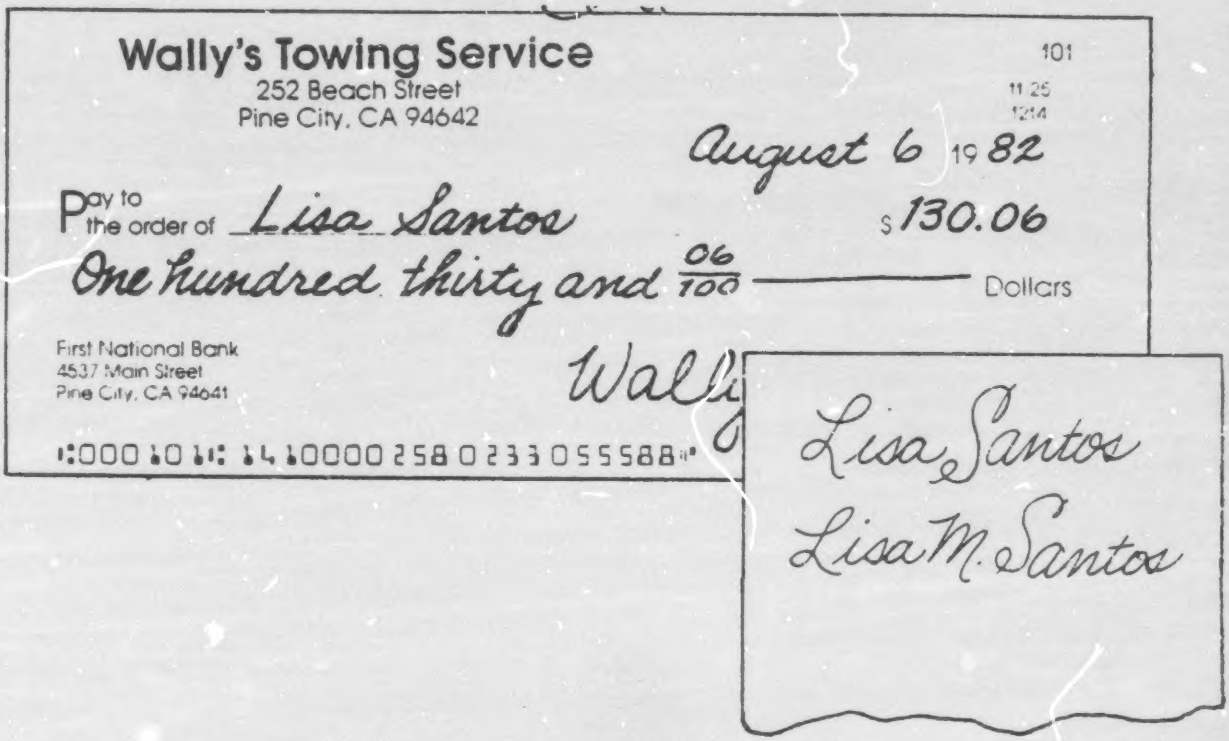
2) The stub is for the pay period ending on

3) The stub is for a worker named

4) Lisa worked a total of ________________ hours.
5) She was paid at the rate of $____________ an hour.
6) Her total earnings for the week were $_____________.
7) The following deductions were made from Lisa's pay:
For Social Security tax $_____________
For U.S. income tax $_____________
For state income tax $_____________
8) The total of the deductions is $_________________
9) If you subtract Lisa's deductions from her earnings, you get her take home pay, or net pay, which is $______________

Now we know why Lisa's check is for only $130.06. Her employer took out $29.94 for taxes.

DIVERSIFIED OCCUPATIONS I



Wally's Towing Service
252 Beach Street
Pine City, CA 94642

101

11-25
1214

August 6 19 82

Pay to the order of Lisa Santos $ 130.06

One hundred thirty and 06/100 Dollars

First National Bank
4537 Main Street
Pine City, CA 94641

Wally

⑆000101⑆ 1410000258 0233 055588⑈

Lisa Santos
Lisa M. Santos

CASHING A PAYCHECK

Wally explains about the deductions. Then Lisa understands why her check is for only $130.06.

"By the way," Wally says, "always check my math. I'm careful, but sometimes I do make mistakes."

Lisa adds all the deductions. Then she subtracts the total from her earnings. She finds that Wally's math is all right.

Now Lisa can cash her check at a bank or at a store that cashes paychecks. The person who cashes it will ask her to sign her name on the back of the check.

Lisa must sign her name exactly the way it is written on the fron of the check. If that way is different from the way she usually signs her name, she should sign it again the way she usually does.

Lisa's friends call her Lee. Should she sign her check Lee Santos?

Yes_____ No_____

No, because the check is not made out to Lee Santos.

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Lisa usually signs her name Lisa M. Santos, using her middle initial. Should she sign her paycheck that way? YES_____ NO_____

Not the first time. She must sign Lisa Santos first. Then she should sign Lisa M. Santos.

The person who cashes Lisa's check will ask her to prove she is the person named on the check. Lisa can show her driver's license.

If Lisa didn't have a driver's license, she could show a student card, bank card, or some other form of identification. The person cashing the check will compare the way Lisa signed her name on the check with the way it is written on her identification.

TIME TO REVIEW

Circle the word or words that best complete each sentence.

1) The amount of money you earn each pay period is your...
    a. take-home pay
    b. earnings
    c. deductions
2) Take-home pay, or net pay, is the amount you get after all your...
    a. deductions
    b. earnings
    c. losses
3) Lisa's deductions were all for...
    a. loans
    b. gifts
    c. taxes
4) A record of deductions appears on...
    a. the front of the paycheck
    b. the back of the paycheck
    c. the check stub
5) When you cash a paycheck, you have to sign it on...
    a. the back of the check
    b. the back of the stub
    c. the front of the check

6) When you sign your paycheck, you must sign it exactly as your name appears on...

   a. the check stub
   b. the front of the check
   c. the back of the check

7) When you go to a bank or store to cash your check, make sure you have with you some kind of...

   a. money
   b. badge
   c. identification

DIVERSIFIED OCCUPATIONS I

READING LISA'S FORM W-4

On Lisa's first day of work, Wally gave her a Form W-4 to fill in and sign. Wally used this form later, when he had to figure out how much to take out, or withhold, for income taxes.

Form W-4 tells an employer how many withholding allowances a worker is claiming. The more allowances a worker claims, the less tax she or he has to pay. But there are rules about how many allowances a worker can claim.

Look at Lisa's Form W-4. Use information from the form to complete the sentences and to answer the questions below.

1) Lisa's full name is

2) Her Social Security number is

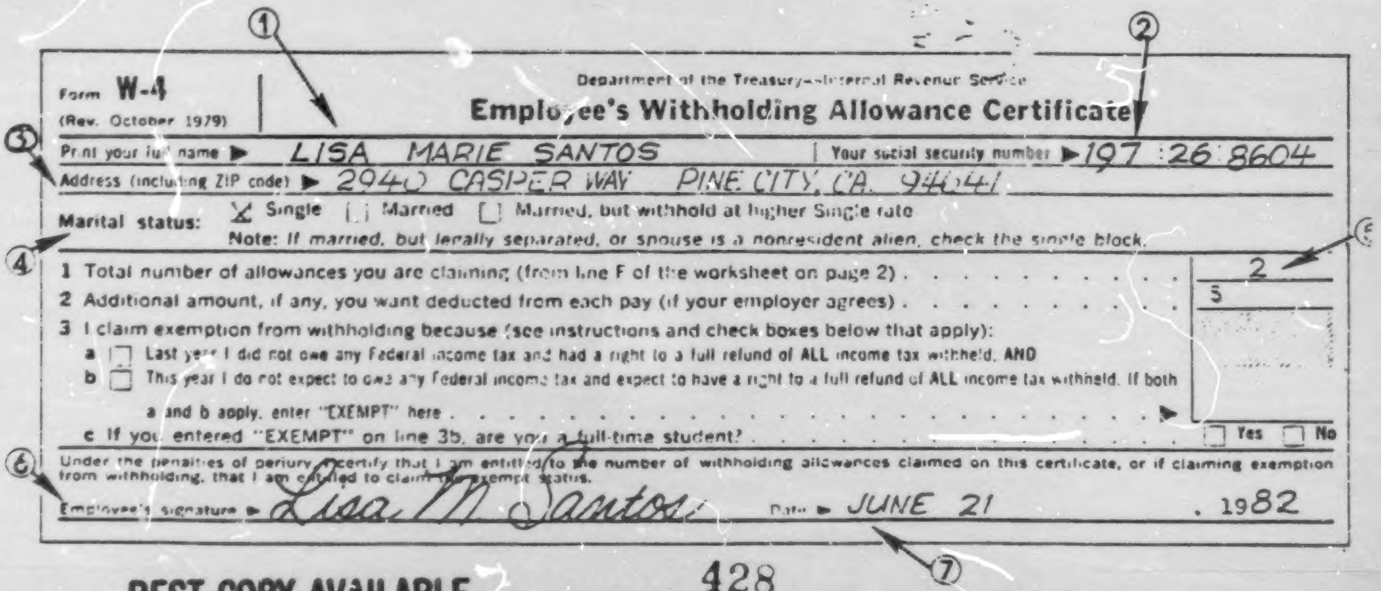
3) Lisa's address is

4) Is Lisa single or married?

5) How many allowances is Lisa claiming?

6) Where it says "Employee's signature," is Lisa's name printed or signed?

7) On what date did Lisa sign her Form W-4?



Form **W-4**
(Rev. October 1979)

Department of the Treasury—Internal Revenue Service
Employee's Withholding Allowance Certificate

Print your full name ▶ LISA MARIE SANTOS | Your social security number ▶ 197 : 26 : 8604

Address (including ZIP code) ▶ 2940 CASPER WAY PINE CITY, CA. 94041

Marital status: ☒ Single ☐ Married ☐ Married, but withhold at higher Single rate
Note: If married, but legally separated, or spouse is a nonresident alien, check the single block.

1 Total number of allowances you are claiming (from line F of the worksheet on page 2) 2
2 Additional amount, if any, you want deducted from each pay (if your employer agrees) . . . . $
3 I claim exemption from withholding because (see instructions and check boxes below that apply):
a ☐ Last year I did not owe any Federal income tax and had a right to a full refund of ALL income tax withheld, AND
b ☐ This year I do not expect to owe any Federal income tax and expect to have a right to a full refund of ALL income tax withheld. If both a and b apply, enter "EXEMPT" here . . . . ▶
c If you entered "EXEMPT" on line 3b, are you a full-time student? . . . . ☐ Yes ☐ No

Under the penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate, or if claiming exemption from withholding, that I am entitled to claim the exempt status.

Employee's signature ▶ Lisa M Santos Date ▶ JUNE 21 , 1982

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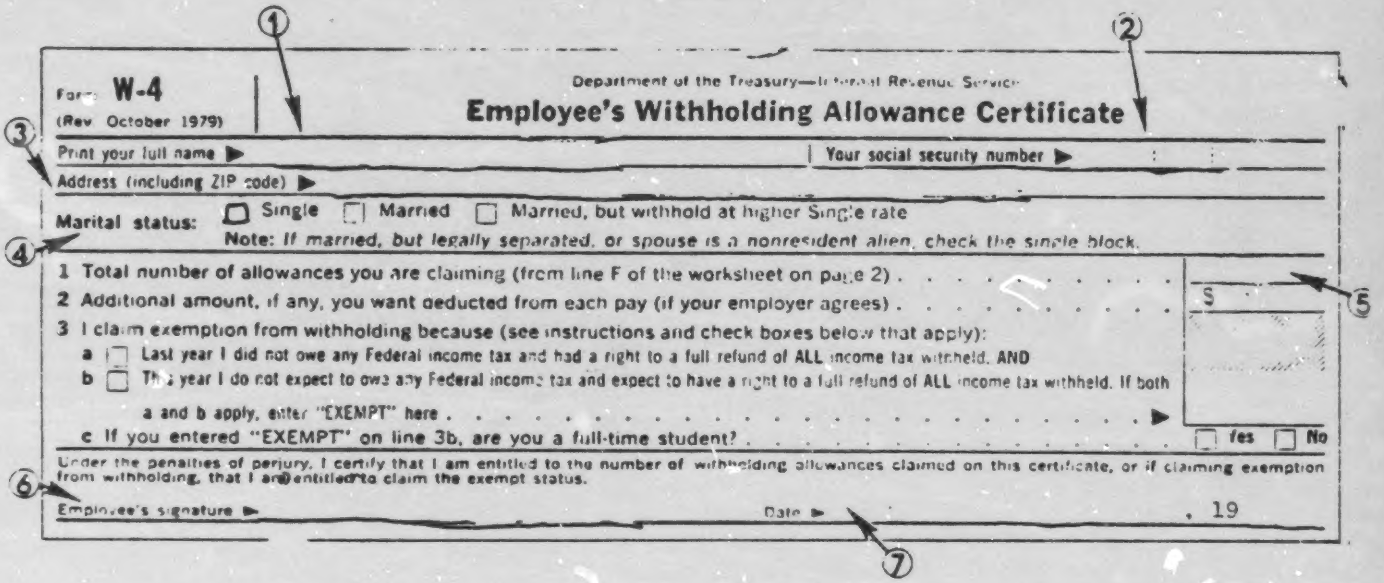

Form **W-4**
(Rev. October 1979)

Department of the Treasury—Internal Revenue Service

Employee's Withholding Allowance Certificate

Print your full name ▶ | Your social security number ▶

Address (including ZIP code) ▶

Marital status: ☐ Single ☐ Married ☐ Married, but withhold at higher Single rate

Note: *If married, but legally separated, or spouse is a nonresident alien, check the single block.*

1 Total number of allowances you are claiming (from line F of the worksheet on page 2) . . . .

2 Additional amount, if any, you want deducted from each pay (if your employer agrees) . . . . $

3 I claim exemption from withholding because (see instructions and check boxes below that apply):

a ☐ Last year I did not owe any Federal income tax and had a right to a full refund of ALL income tax withheld. AND

b ☐ This year I do not expect to owe any Federal income tax and expect to have a right to a full refund of ALL income tax withheld. If both a and b apply, enter "EXEMPT" here . . . . ▶

c If you entered "EXEMPT" on line 3b, are you a full-time student? . . . . ☐ Yes ☐ No

Under the penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate, or if claiming exemption from withholding, that I am entitled to claim the exempt status.

Employee's signature ▶ Date ▶ , 19

YOUR TURN

Now that you have seen how Lisa filled in her Form W-4, pretend that you are starting a new job. Fill in the form above. Do each of the following things:

1) Write your full name, including your middle initial if you have one.
2) Write your Social Security number. (Make one up if you don't have one.)
3) Write your full address.
4) Tell if you are single or married.
5) Show how many allowances you are claiming.
6) Sign your name.
7) Write today's date.

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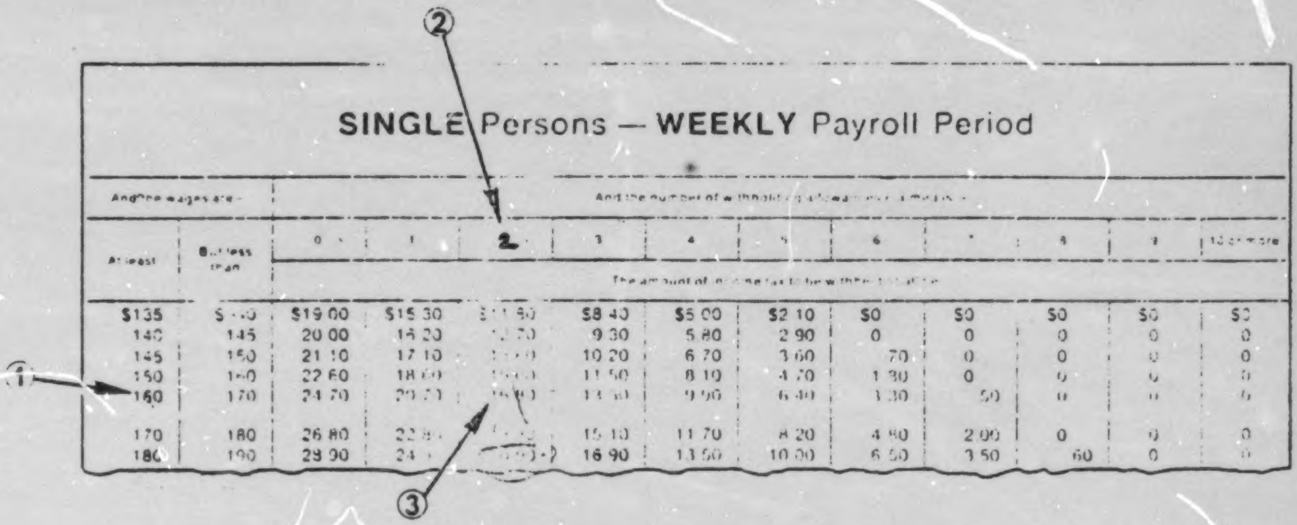
DIVERSIFIED OCCUPATIONS I



SINGLE Persons — WEEKLY Payroll Period

And the wages are—		And the number of withholding allowances claimed is—										
At least	But less than	0	1	2	3	4	5	6	7	8	9	10 or more
		The amount of income tax to be withheld shall be—										
$135	$140	$19.00	$15.30	$11.60	$8.40	$5.00	$2.10	$0	$0	$0	$0	$0
140	145	20.00	16.20	12.70	9.30	5.80	2.90	0	0	0	0	0
145	150	21.10	17.10	[illegible]	10.20	6.70	3.60	.70	0	0	0	0
150	160	22.60	18.60	[illegible]	11.50	8.10	4.70	1.30	0	0	0	0
160	170	24.70	[illegible]	16.80	13.50	9.90	6.40	3.30	.50	0	0	0
170	180	26.80	[illegible]	[illegible]	15.10	11.70	8.20	4.80	2.00	0	0	0
180	190	28.90	[illegible]	20.90	16.90	13.50	10.00	6.50	3.50	.60	0	0

LISA'S U.S. TAX DEDUCTION

When payday came, Wally pulled out Lisa's Form W-4. It told him how many withholding allowances Lisa was claiming.

Wally also pulled out his tax tables. He used one of them to figure out Lisa's U.S. tax deduction. He used another to figure out Lisa's state tax deduction.

There are U.S. and state tax tables for single people and for married people. Look above to see part of the U.S. tax table Wally used when he figured Lisa's tax deduction.

Here is how Wally used the table.

1) He put one finger on the amount of Lisa's eranings ($160).
2) He put another finger on the number of withholding allowances that Lisa was claiming (2).
3) He moved his two fingers until they met. Try the same thing and see what happens. Did your fingers meet at $16.80? They should have. That's the amount that should be taken from Lisa's pay.

Suppose Lisa had earned $180 and still claimed only 2 withholding allowances. How much tax would Wally have to withhold?__________________ Wally would have to withhold $20.90.

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DIVERSIFIED OCCUPATIONS I

MARRIED Persons — WEEKLY Payroll Period

And the wages are—		And the number of withholding allowances claimed is—										
At least	But less than	0	1	2	3	4	5	6	7	8	9	10 or more
		The amount of income tax to be withheld shall be—										
150	160	17.20	13.70	10.60	7.70	4.80	1.90	0	0	0	0	0
160	170	19.00	15.50	12.10	9.20	6.30	3.40	.50	0	0	0	0
170	180	20.80	17.30	13.80	10.70	7.80	4.90	2.00	0	0	0	0
180	190	22.60	19.10	15.60	12.20	9.30	6.40	3.50	.60	0	0	0
190	200	24.40	20.90	17.40	14.00	10.80	7.90	5.00	2.10	0	0	0
200	210	26.20	22.70	19.20	15.80	12.30	9.40	6.50	3.60	.80	0	0
210	220	28.10	24.50	21.00	17.60	14.10	10.90	8.00	5.10	2.30	0	0

TOM'S U.S. TAX DEDUCTION

Tom Persa started working at Wally's Towing Service the same day as Lisa. Like Lisa, he earned $160 for his first week at work. And he claims two withholding allowances. But Tom is married.

Do you think Tom's tax deduction will be the same as Lisa's? Use the table above to find out.

How much did Wally have to take out of Tom's pay for U.S. income tax? ________________ Wally had to take out $12.10. Lisa's deduction was $16.80. Who had to pay more, Tom or Lisa? __________________ Lisa had to pay more. Lisa is single. Tom is married. They both earned $160. They both claimed two withholding allowances. Who had to pay more in taxes, the single person or the married person? __________________ The single person had to pay more.

Suppose Tom had earned $180 and still claimed only two withholding allowances. How much money would Wally then have to withhold? ______________

In those states that have state income tax, employers use state tax tables to figure out how much to withhold. But the amounts for state income tax are much lower than for U.S. income tax.

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SOCIAL SECURITY TAX

The money taken out for Social Security is used for two main purposes. One is to help out people who no longer work because of their age. The other is to help out people, young or old, who are not able to work because of a serious illness or injury.

Today, employers take out a litter more than 6½% of a worker's pay for Social Security tax. The amount is set by the government and sometimes changes.

TIME TO REVIEW

Circle the words that best complete each sentence.

1) The amount your employer takes out for income taxes depends on whether you are single or married, and on...
   - a. how many hours you worked
   - b. how many withholding allowances you claim
   - c. how good a worker you are
2) To figure out how much to withhold for income taxes, an employer uses a worker's Form W-4 and...
   - a. a set of tax tables
   - b. the worker's time card
   - c. an adding machine
3) Money taken out for Social Security tax is used to...
   - a. build roads
   - b. help people who no longer work
   - c. run schools

OTHER DEDUCTIONS

Employers often withhold money for other things besides taxes. They may take out money for insurance, union dues, savings plans, and so on.

Many companies have a health insurance plan to protect their workers. Some companies pay all of the cost of the plan. But in other companies, the workers must pay part of the cost.

What kinds of things do you think health insurance pays for?

Many workers belong to unions. Unions help workers to get such things as better pay and good working conditions. The workers pay dues to their unions. Some employers deduct the dues from their workers' pay. Then they turn themoney over to the unions.

What kinds of things do you think union dues may pay for?

SAVINGS PLAN

Some companies have an employee savings plan. This is usually called a credit union. A credit union is not the same as the kind you just read about.

A credit union is like a savings bank. Workers can ask their employer to take out money from their pay and put it into the credit union.

Why might a worker want to have some money taken out each payday for savings?

No matter what an employer withholds money for, he or she should always record each deduction on the worker's paycheck stub. Then the worker can tell how much was taken out and what each deduction was for.

DIVERSIFIED OCCUPATIONS I

READING VICTOR'S CHECK STUB

Victor Tanaka works for a new-car dealer. One of his paycheck stubs is shown below. Use information from the stub to answer the questions below.

Name	Period Ending	Earnings	Net Pay
Victor Tanaka	March 5, 1982	$210.75	$148.94

U.S. Income Tax	State Income Tax	Social Security Tax
$21.00	$4.10	$14.01

Health Insurance	Union Dues	Credit Union
$5.20	$2.50	$15.00

1) What is the worker's full name?

2) On what date did the pay period end?

3) How much did the worker earn?

4) What was the worker's net pay?

5) How much was withheld for US income tax?

6) How much was withheld for state income tax?

7) How much was withheld for Social Security tax?

8) How much was withheld for health insurance?

9) How much was withheld for union dues?

10) How much was withheld for savings in the credit union?

CHECKING NET PAY

Victor always looks over the deductions on his check stub. If he has questions about any of them, he asks the bookkeeper. If the deductions seem all right, Victor checks the bookkeeper's math. This time, why don't you check it for him?

Add the figures below to get the total deductions.

Federal (U.S.) income tax	$21.00
State income tax	4.10
Social Security tax	14.01
Health insurance	5.20
Union dues	2.50
Credit union	+ 15.00
	$

Did you get $61.81? If so, you are right. Now subtract that from Victor's earnings, $210.75.

Total earnings	$210.75
Total deductions	- 61.81
Net pay	$

Did you get $148.94? If so, you are right. And so was the bookkeeper at Victor's company. But even good bookkeepers can make mistakes. So you should always check the math on your check stub.

FINDING MISTAKES

Each paycheck stub below has a mistake in math. Do each step of the math until you find the mistake. Answer each of the questions, using the stub on the next page.

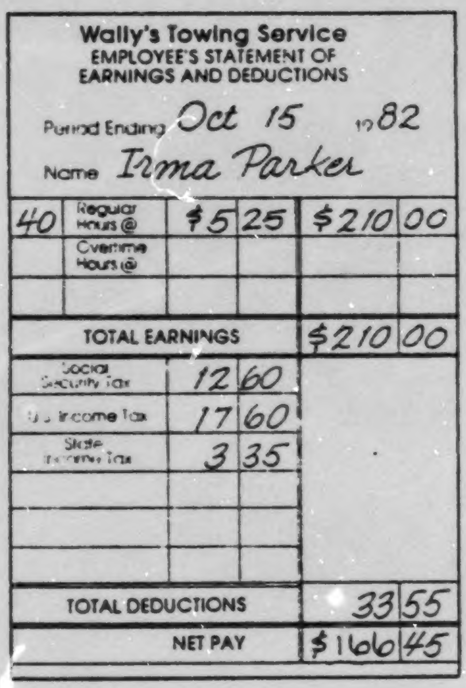
IRMA'S CHECK STUB

1) Is the amount for the total earnings correct?
If not, what should it be?

2) Is the amount for the total deductions correct?
If not, what should it be?

3) Is the amount for the net pay correct?
If not, what should it be?

DIVERSIFIED OCCUPATIONS I



Wally's Towing Service
EMPLOYEE'S STATEMENT OF
EARNINGS AND DEDUCTIONS

Period Ending Oct 15 19 82

Name Irma Parker

40	Regular Hours @	$5	25	$210	00
	Overtime Hours @				
TOTAL EARNINGS				$210	00
Social Security Tax		12	60		
U.S. Income Tax		17	60		
State Income Tax		3	35		
TOTAL DEDUCTIONS				33	55
NET PAY				$166	45

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DIVERSIFIED OCCUPATIONS I

UNIT #16

TEST

Read each statement. If true, circle T. If false, circle F.

T F 1. Withholding taxes are taken from most workers' paychecks.
T F 2. FICA taxes pay Social Security contributions.
T F 3. Survivors benefits help the family after the worker has died.
T F 4. To get Social Security benefits, you must work a certain number of quarters.
T F 5. Almost everyone pays FICA taxes.
T F 6. Social Security payments are not given to anyone under 20.
T F 7. Your take-home pay means your total wages.
T F 8. There is usually a record of your current earnings attached to your paycheck.
T F 9. Deductions from your paycheck can pay for many things.
T F 10. Most states do not have a state income tax.
T F 11. Everyone pays the same amount of income tax.
T F 12. You should never ask anyone to help you complete a tax return.
T F 13. You may ask for paycheck deductions which will buy savings bonds.
T F 14. Health insurance payments may be deducted from your paycheck.
T F 15. An Individual Income Tax Return is for one person only.
T F 16. You do not need to file a tax return if you did not earn much.
T F 17. You must buy directions to fill out a tax return.
T F 18. You cannot get back an overpayment of income tax.
T F 19. You must pay someone to fill out your tax return.
T F 20. Individual Income Tax Returns should be mailed by April 15.

1) Time cards and pay checks will help youkeep track of your time. Why do you need to know the amount of time you worked?

2) What two things do you need to know to figure your income?
   a.
   b.

3) If you make $3.35 an hour and work 20 hours, how much will you earn?

4) Every timecard has a place to put the time you come____________
and go______________from work each day.

5) What is another way to write Daily Hours?

6) All timecards have a place for 3 things. Whay are they?
a.
b.
c.

7) What is another way to write Total Hours?

8) Fill in the blanks:
15 minutes = _________ = .25
_____________ = 1/2 = /50
45 minutes = 3/4 = ______________

9) Where does the money employers take out for taxes go?

10) What does the government use tax money for?

11) What is workman's compensation?

12) Explain the difference between gross income and net income.
a. Gross:
b. Net:

13) Give one example of a fixed deduction?

14) Give one example of a flexible deduction?

15) What are deductions?

DIVERSIFIED OCCUPATIONS I

UNIT 17

Personal Budget

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME Personal Budget
2. LESSON NAME Living On Your Own
3. LESSON TIME 6 days
4. TEACHER SET-UP Copies: pretest, vocabulary, packet, test
5. MATERIALS NEEDED catalogs, newspapers, food ads, scissors, gluesticks
6. PERFORMANCE OBJECTIVES

   A) TSWBAT describe fixed and flexible expenses and identify them.

   B) TSWBAT make a feasible budget.

   C) TSWBAT identify the steps of moving into an apartment on their own. (including furnishing prioities, food budgeting, etc.)
7. EVALUATION
8. SPECIAL NOTES

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
1) Pretest	1) HANDOUT, complete and turn in
2) Vocabulary	2) HANDOUT, give definitions
3) Finding An Apartment	3) HANDOUT, read, complete and discuss
4) How To Make A Happy Move	4) HANDOUT, explain and complete -this can be optional -if possible, have a students look at an apartment and evaluate it using this form -if not possible, go over a sample
5) Furnishing An Apartment	5) HANDOUT, read, explain and complete
6) Basic Household Items	6) HANDOUT, complete -have the students make a shopping list for the basic household items they will need to move into an apartment. Such as dishsoap, shampoo, paper towels, etc. -Put these items and the estimated prices and if they have a coupon for the item on the form. -Use a newspaper to find the prices and if not there, look at home or go to the store and get prices.
7) Room Furnishings Bathroom Bedroom Kitchen Living Room	7) HANDOUT, complete -there is a page for each room -Each sheet has a budget limit. Stay in this limit to purchase the items listed on each sheet. If you do not spend all the money alloted, you will be able to use it on other items not listed. -To find these items and their prices, use catalogs, newspapers, Little Nickle, etc. Cut the item and its listed price out and paste it to the page appropriate. Total your amount spent and put it by the Budget Limit. -REMEMBER!!! This is not a dream house! Be realistic! It is your first apartment -There may be sure listed items that you already own--list these and explain!

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
8) Safety On Your Own	8) HANDOUT, read and complete
9) Using a Calendar to Help You	9) HANDOUT, read, complete and discuss
10) Cooking on Your Own	10) HANDOUT, read and complete
11) Grocery Shopping List	11) HANDOUT, read directions, explain, and complete
12) 20 Ways to Save on Your Food	12) HANDOUT, read and discuss
13) Making Decisions	13) HANDOUT, read and complete
14) On His Own	14) HANDOUT, read and discuss
15) How Well Did You Read?	15) HANDOUT, complete
16) Fixed and Flexible Expenses	16) HANDOUT, complete and discuss -have them fill it out on their own -give them the following definitions again: fixed expense and flexible expense -go over together and see if they were correct in their choices
17) You and Your Money	17) HANDOUT, read and discuss
18) The Money Manager	18) HANDOUT, explain and complete -give the following information for starting data: -average take-home pay for a newly graduated from high school person working 40 hours a week at $5 an hour (average) grosses $800 a month--with average take-home pay being $534 a month! -think about it!! Is a roommate sounding like a good idea yet?! -average rent for a one bedroom apartment in this area is $285
19) WOW!	19) HANDOUT, read and discuss -this is just a little "extra" info--maybe a thank you to all their moms is in order today?!
20) Test	20) HANDOUT, complete and turn in

DIVERSIFIED OCCUPATIONS I

UNIT #17

PRETEST

Read each statement. If true, circle T. If false, circle F.

T F 1. Living at home costs less than living on your own.
T F 2. You should help your family when youlive at home.
T F 3. It is easy to share an apartment with someone.
T F 4. Being independent means being responsible for yourself.
T F 5. Decide how much rent you can pay before renting a place to live.
T F 6. Rent and utility deposits are usually paid before moving into an apartment.
T F 7. Your place to live should be close to work and a shopping center.
T F 8. It costs more to rent an unfurnished apartment.
T F 9. Check want ads for good buys on furniture.
T F 10. Use a calendar to help plan your activities.
T F 11. Plan what you want to buy before shopping for food.
T F 12. Where you eat affects the cost of your food.
T F 13. Care labels in clothing are only for dry cleaners.
T F 14. Winter clothing costs less in September.
T F 15. Keep a record of grocery prices so yo-u can find ways to save money.
T F 16. Operating a car may cost more than buying the car.
T F 17. Decide why you want to buy something before you buy it.
T F 18. Good drivers do not need liability insurance.
T F 19. Young adults should vote.
T F 20. Plan a budget before you decide to marry.

DIVERSIFIED OCCUPATIONS I

UNIT #17

VOCABULARY

1) PLAN
2) RECORD
3) UTILITY
4) BUDGET
5) INDEPENDENT
6) RENT
7) APPLIANCES
8) LEASE
9) FURNISH
10) ESTIMATED
11) COUPONS
12) FIXED EXPENSE
13) FLEXIBLE EXPENSE
14) INFLATION

BEST COPY AVAILABLE

DIVERSIFIED OCCUPATIONS I

FINDING AN APARTMENT

John accepted a job in a small city 80 kilometers (50 miles) from his home. He will work in the city park department. The beginning salary is low. However, the job offers steady work. Also, it is possible for John to be promoted. John will need to budget his money carefully.

The first thing to do is to find a place to live. John wants a one bedroom apartment that is not expensive. He clipped the section below from the newspaper want ads.

The ads are numbered 1 to 10. **Use the ad numbers to answer the following questions. Write the numbers on the blank lines after each question.** You will not need to use all the lines.

FOR RENT
Apartments — Furnished

① NICE CLEAN duplex. Deposit required. Inquire after 5 pm. 544 East Beulah.

② BEAUTIFUL FURNISHED fully carpeted. Two bedroom, gas, water and trash paid. No pets, or kids. 231-6505.

③ CALL US NOW. Available one and two bedroom duplex apartments. Nicely furnished with water and lawn services paid. 232-1604 or 231-6558.

④ TWO BEDROOM duplex. $175.00 month. Liability deposit. 231-1988.

⑤ ONE AND TWO bedroom carpeted. Deposit. 231-1309.

⑥ NICE FURNISHED two bedroom duplex, central air and heat, wall to wall carpet, utilities paid. Private parking. Menken Realty. 231-3020.

⑦ NICE ONE BEDROOM. Ready to move into. Great for a couple or one person. $160 per month. Call 231-2789 or 231-2629.

⑧ ONLY $90.00. Bills paid, kitchen, dining area. Bedroom and bath. 232-9285.

⑨ ONE BEDROOM furnished newly redecorated $100.00. Security deposit 723½ North Pine. 232-1640, 231-6950.

⑩ TWO BEDROOM near university, utilities paid. $165.00. Security deposit required. 103 West Woodrow. Call 322-1524, 321-0147.

1. Which ad lists the lowest rent?

   — — — — —

2. Which ads say a deposit is required?

   — — — — —

3. Which ads are for one bedroom apartments?

   — — — — —

4. Which one advertises private parking?

   — — — — —

5. Which apartments have some utilities paid?

   — — — — —

6. In which apartment may John not have a pet?

   — — — — —

7. Which ads list carpets?

   — — — — —

8. Which apartments might John want to see?

   — — — — —

DIVERSIFIED OCCUPATIONS I

HOW TO MAKE A HAPPY MOVE TO YOUR NEW APARTMENT

BASIC LIVING SPACE

☺	😐	☹	
___	___	___	Will your furniture fit? *(Take along tape measure and list of dimensions)*
___	___	___	Are closets adequate? Do doors operate smoothly?
___	___	___	Are kitchen and bathroom cabinets adequate? Do drawers and doors open and close easily?
___	___	___	Does carpet generate static electricity?
___	___	___	Is the floor "squeaky"?
___	___	___	Are waterbeds permitted above the first floor?

THE BUILDING

___	___	___	Is there a resident superintendent? What hours?________
___	___	___	Are hallways and stairways cleaned?
___	___	___	Are washers and dryers available for tenants? Charge? __________
___	___	___	Are parking facilities safe and adequate?
___	___	___	If there is an elevator, is it well-lighted? Is there an emergency alarm?
___	___	___	Fire exits other than the main entrance? Fire alarm system? Hall sprinkler system?
___	___	___	Trash disposal?
___	___	___	Signs of roaches or mice? *(Use a flashlight to look behind and under counters, sinks, dishwashers, inside closets, drawers and along baseboards.)*
___	___	___	Does landlord provide regular exterminating services?
___	___	___	Are there areas of stains or bubbly paint indicating water seepage?
___	___	___	Is window cleaning provided? How often? ________________
___	___	___	Recreational facilities? Is there a charge? ________________
___	___	___	Is there a safe place outside for relaxing or for children to play in good weather?
___	___	___	Nearby public transportation, churches, schools, supermarkets, etc.?

SECURITY

☺	😐	☹	
___	___	___	Are all doors solid, tight-fitting and equipped with dead-bolt type locks? Door view with wide angle lens?
___	___	___	Locks on all windows?
___	___	___	A full-time doorman? Is he stationed where he can see all entrances and the elevator? Does he announce visitors?
___	___	___	Or, is there a front door buzzer/intercom system? *(Test it.)*
___	___	___	Are mailboxes secure? *(Look for signs of tampering.)*
___	___	___	Is the lobby well lighted? Locked at all times?
___	___	___	Are hallways brightly lighted at all times? Straight without dark corners or hidden alcoves?

HEATING AND COOLING SYSTEMS

___	___	___	Is heating and cooling system effective evenly throughout apartment? Are there drafts? Are registers adequate? *(Remember – hot air rises, cool air falls. There should be at least one register per room plus several returns throughout the apartment.)*
___	___	___	Can you control temperature levels?
___	___	___	Average cost: ____________________
___	___	___	What direction does the apartment face? *(North and east exposures may require up to 20% more heat than other units in the same building. South and west exposures will require more cooling energy in the summer.)*
___	___	___	If there is a fireplace, does it operate properly?

APPLIANCES

___	___	___	Are furnished appliances in good working condition?
___	___	___	Are they adequate to meet your needs?
___	___	___	Who is responsible for repairs?

☺ 😐 ☹

PLUMBING

___ ___ ___ Is water pressure sufficient? *(Turn on taps in both kitchen and bath at the same time.)*

___ ___ ___ Does water get hot within a reasonable amount of time?

___ ___ ___ Does the water run rusty? Air in the pipes?

___ ___ ___ Do the faucets drip?

___ ___ ___ Do sinks empty promptly?

___ ___ ___ Is the splash wall in shower durable and easily maintained?

___ ___ ___ Does toilet flush properly? Quietly?

ELECTRICAL

___ ___ ___ Do all sockets and outlets work? *(Carry a small plug-in night light for checking.)*

___ ___ ___ Are there at least two outlets in each room.

___ ___ ___ Is there a good source of light near the bathroom mirror? Direct lighting for work areas in the kitchen?

___ ___ ___ Will electrical service handle all the appliances you plan to bring with you?

___ ___ ___ TV antenna and/or cable TV? Extra charge?

NOISE

___ ___ ___ Is front door solid and not directly across from doors to other apartments?

___ ___ ___ Do windows and sliding glass doors fit tightly?

___ ___ ___ Has insulation been installed between common walls and between floors?

___ ___ ___ Does sound from built-in noisemakers (faucets, furnace, air conditioner, garbage disposal, dishwasher) travel through the apartment? *(Turn them on – see for yourself.)*

___ ___ ___ What about outside noise? Is the street heavily travelled? Near a hospital, police or fire station? Near an airport? Noisy place of business?

☺ 😐 ☹

VENTILATION

___ ___ ___ Is there a range hood or wall mounted fan in the kitchen? *(Average kitchens put nearly 200 lbs. of grease into the air a year.)*

___ ___ ___ A fan in the bathroom?

___ ___ ___ Do all windows open and close easily? Screens and storm windows in good condition?

EXAMINING THE LEASE

When you have found the apartment that fits your needs and checks out to your satisfaction, you are ready to examine the lease. While most leases are standard forms, they can be changed by either the tenant or the landlord as long as the changes are agreed upon and initialed in the lease. (This is where you include your dachsund, or the landlord agrees to give you a free hand in decorating -- you may get credit on your rent for repainting you do yourself.)

Included in the lease should be a detailed list of the condition of each room. If there is a cracked tile in the bathroom, a stain in the carpet by the front door, or nail holes on the wall over the sink, include these defects in your list. This eliminates the chances of your getting charged with these damages. Go over each defect with the landlord before you make your deposit or sign the lease. If there are repairs to be made by the landlord, get it in writing before you make your deposit or sign the lease.

Make note of anything you don't understand and don't be afraid to ask questions. If you have any doubts, consult an attorney.

MAKING YOUR MOVE

Now that you have successfully completed your apartment hunting, you should begin planning the most efficient, organized way to move from your present location to your new home. You've got to decide who will move you, and you need some idea of the cost, special arrangements that must be made for moving into an apartment and how to remember all those tiny but important details.

FURNISHING AN APARTMENT

Jane plans to rent an apartment. She wants only the stove and refrigerator furnished. She wants to buy as much used furniture as she can. Here is a list of the things she will need:

Living room
book shelf
chairs
lamp
pictures
radio
table
TV
window drapes

Kitchen
chairs
cooking utensils
dishes
food supply
table
table silver

Bath
shower curtain
towels and washcloths
window curtains

Bedroom
bed
blankets
chair
chest
clock
pillow
pillow cases
sheets
table
window curtains

Decide which things Jane may find advertised in want ads. Decide which things she should buy in a store. **Write these items below under the best place to shop for them — in the want ads or at the store.**

Things to Look for in Want Ads	Things to Buy at a Store
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

DIVERSIFIED OCCUPATIONS I

BASIC HOUSEHOLD ITEMS
SHOPPING LIST

ITEMS:	ESTIMATED PRICE:	COUPONS:

DIVERSIFIED OCCUPATIONS I

BATHROOM

Budget Limit: $50

Items: Shower Curtain, Towels, Washclothes, Dirty Clothes Basket

BEDROOM

Budget Limit: $200

Items: Bed, Clock(alarm), Lamp, Sheets, Pillow, Blankets

KITCHEN

Budget Limit: $150

Items: Dishes, Silverware, Pots and Pans, Glasses, Dishtowels, Table and Chairs

DIVERSIFIED OCCUPATIONS I

LIVING ROOM

Budget Limit: $500

Items: Couch, Table, Chair

DIVERSIFIED OCCUPATIONS I

SAFETY ON YOUR OWN

Here are four short stories about problems in planning for personal safety. **Circle the number of the best way to solve each problem.**

1. Mike lives in a large apartment building. He tries to keep the door locked at all times. He often goes to the grocery only a block away. When he comes home, Mike is carrying bags of groceries. It is very hard to put down the groceries to get out the key. What should he do?

   (1) Ask a friend to watch his apartment and not lock it.

   (2) Buy groceries in the daytime and leave the door unlocked.

   (3) Hold the key in his hand as he carries home the groceries.

2. Sue was walking to work last night. A man stopped his car beside her. He asked where to find a restaurant. What should Sue do?

   (1) Walk quickly into the nearest store.

   (2) Ride with him to show the way to a restaurant.

   (3) Go to the car and tell him where to find a restaurant.

3. Kevin has an apartment near a nightclub. One night he heard two men quarreling. Then they were fighting. What should Kevin do?

   (1) Go outside and try to stop the fight.

   (2) Call his neighbors.

   (3) Call the police.

4. Diane and Mary share an apartment. They want to keep electricity bills as low as possible. They also want to do the right thing for their safety. What should they do about the light outside their door?

   (1) Turn on the light only when they are home.

   (2) Turn off the light to save electricity.

   (3) Leave on the door light as a saf[illegible] measure.

5. Steve and Jim plan to camp a week in Green Mountain Park. Their friend Amos lives next door. They told Amos where and when they were going. What else should they do?

   (1) Hide the door key under the rug on the porch.

   (2) Phone the milk company and newspaper office to stop deliveries.

   (3) Leave a note on the door to stop milk and newspaper deliveries.

USING A CALENDAR TO HELP YOU REMEMBER

JULY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Use this calendar to practice making notes of dates to remember. **Make a note of these things on the correct dates:**

1. The rent is due on July 2. Write RENT on that date to help you remember to pay on time.
2. July 4 is a holiday. Plan to attend a picnic on that date. Write PICNIC 6 pm STATE PARK on July 4.
3. The phone bill is due on July 15. Write PHONE on that date.
4. Suppose you are going to a movie on July 14. Write MOVIE on that date.
5. You have a dental appointment on July 21. Write DENTIST 9:30 on July 21.
6. Suppose your brother Bob's birthday is July 28. Write BOB on that date.

DIVERSIFIED OCCUPATIONS I

COOKING ON YOUR OWN

Here is a list of foods most people like. Each food belongs to one of these four groups.

Milk Group
- skim or whole milk
- buttermilk
- chocolate milk
- yellow cheese
- cottage cheese
- cream cheese
- ice cream
- yogurt

Meat Group
- beef
- chicken
- dried beans
- eggs
- fish
- nuts
- peanut butter
- pork

Bread and Cereal Group
- all kinds of bread
- bran
- dry cereals
- hot cereals
- pancakes
- waffles

Vegetable and Fruit Group
- beans
- broccoli
- cabbage
- carrots
- celery
- corn
- lettuce
- onions
- peas
- potatoes
- spinach
- tomatoes
- apples
- apricots
- bananas
- cherries
- grapefruit
- grapes
- oranges
- pears
- peaches
- pineapple
- plums
- strawberries

Choose foods you like and plan meals for one day. Include two to four cups of food from the milk group. Next choose two servings from the meat group. Include four servings from the bread and cereal group. Then choose four servings from the fruit and vegetable group.

Breakfast	Lunch	Dinner
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________

DIVERSIFIED OCCUPATIONS I

GROCERY SHOPPING LIST

Using the menu you just made on the last page, make a shopping list for all the groceries you will need to prepare those meals. Once you have the list, either find the prices in the newspaper ads, on items you may have at your home now, or go to a store and look at prices and write them down on here.

ITEM:	ESTIMATED PRICE:	COUPON:

DIVERSIFIED OCCUPATIONS I

20 WAYS TO SAVE ON YOUR FOOD BILL

1. *Be Prepared* — Before you go shopping prepare yourself with pad and pencil. Make up your shopping list in advance and stick to it. Avoid compulsive buying.
2. *Avoid Snacks* — Oftentimes the most expensive food extras are snacks. It is estimated that snacks add about 10 per cent to your food bill.
3. *Shop in Person* — Shopping by telephone and having food delivered to your home adds to your costs because you will pay for these conveniences.
4. *Bread and Cereals* — Buy these by the cost per ounce or pound. Check to see which package offers the most weight for the identical price.
5. *Family Economy Size* — You get no bargain if you end up throwing out a lot of leftovers.
6. *Left Overs* — Shop for food that gives you the least amount of left overs.
7. *Containers* — Use care when you buy frozen foods and never buy anything that is covered with frost.
8. *Keep Records* — Above all keep records of prices you are paying for such big items as meat.
9. *Specials* — Be on the lookout for specials and stock your freezer and pantry with foods you will need when they are marked down.
10. *Quality* — Consider quality in relation to your use of food. If you are using corn as part of another dish, you will do just as well with a less expensive form of corn.
11. *Prices* — Compare the prices of private vs. nationally advertised brands of food. Every food chain and many independent stores sell private-label foods at savings of 20% more or less.
12. *Meats* — It is better to buy meat as cost per portion rather than by over-all price. Divide the price of the meat by the number of portions.
13. *Seasonal Specials* — On seasonal specials do not buy the first of a crop — wait until the supply increases when the prices go down.
14. *Make Comparisons* — You can save money by comparing different forms of food — fresh, canned, chilled, frozen and dried.
15. *Traveling Expenses* — Cost of gasoline and time are factors to consider when choosing a supermarket. The cheapest supermarket in your area might not be so cheap when you add gasoline and other auto expenses plus your time.
16. *Real Cost of Cooking from Scratch* — The cost of ingredients to prepare food at home may sometimes cost you more than if you had purchased the pre-packaged equivalent.
17. *Use Substitutes* — Try beef or pork liver instead of calf's liver; poultry instead of red meats; bean, cheese and egg dishes instead of meat dishes.
18. *Use Free Recipes and Tips* — Food buying tips and recipes may be obtained from the U. S. Department of Agriculture, your local consumer organizations and from your local newspaper's food editor.
19. *Use Guides* — The U. S. Department of Agriculture offers, free of charge, guides on the minimum amounts of each type of food we should consume daily for proper nutrition. You should hunt for nutrition bargains and never *overbuy* meat.
20. *Use U. S. Publications* — There are many valuable publications on how to save on buying foods. These publications are designed to help you. Write to: Superintendent of Documents, Washington, D. C. 20402

DIVERSIFIED OCCUPATIONS I

MAKING DECISIONS

Living on your own means that you make your own decisions. Suppose you want to buy either a tape player or a television. You saw a small black and white television which costs the same as the tape player. You know you cannot buy both of them. But which one should you buy? Here is a way to help you decide.

1. These are some reasons for buying either a tape player or television:
   (1) You like music while you work.
   (2) You like to watch sports events.
   (3) You like country music more than anything else.
   (4) You like to hear news reports.
   (5) You like western movies.
   (6) You like cartoon shows.
   (7) You do not like weather reports.

Now, complete these sentences by writing the numbers of YOUR reasons.

(1) The reasons I want a tape player are

— — — — —.

(2) The reasons I want a television are

— — — — —.

Complete this sentence by writing **tape player or television.**

(3) There are more reasons why I want a

______________________________.

2. These are some ways to buy what you want:
   (1) Use time payments.
   (2) Save money to pay cash.
   (3) Work at another job on Saturday to earn more money.
   (4) Ask your parents to buy it for you.
   (5) Charge it until next month.

Complete this sentence by writing the number of the best way for you to buy the tape player or television.

The best way for me to buy what I want is ________________.

3. **Read each statement.** If true, **circle T.** If false, **circle F.**

T F (1) You should decide why you want to buy something.

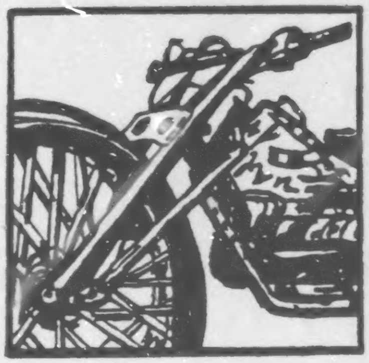
T F (2) If you will pay for a purchase after you buy it, plan how to pay before you buy.

T F (3) Choose and follow the best plan to buy what you want.

ON HIS OWN

I had always said I'd never ask my parents for money. When I moved into my own apartment, I figured that I was on my own. After all, they spent enough money on me the first 18 years of my life. Now I should be able to take care of myself. The day I moved away from home my dad said, "Now remember, Rob, if you ever need anything, just give us a call."

At first it had seemed easy. My friend Jack and I got an apartment together down near the center of town. It wasn't the greatest place in the world. The bathroom sink leaked, the stove didn't always work, and there were a few bugs running around. But we liked it anyway. The rent was pretty high, but with the two of us splitting it we figured we could handle it. The only bad thing was that we had to pay our own utilities. We tried to keep the heat down and turn off lights when we weren't using them. But we never knew from one month to the next how much the bills were going to be. Still, we both had full-time jobs. It seemed like with a paycheck coming in once a week we should have no trouble. Jack worked at his uncle's restaurant and he was almost an assistant manager. I was working as a clerk in the furniture department of a local store. It was pretty interesting and I knew if I worked hard they would give me more challenging work.



Those first few months of being on our own were really fun. It was great being out of school and not having to study at night. Not that I studied a whole lot when I was in school, but now I didn't have to worry about it any more. We went to parties and saw lots of movies. Jack bought a motorcycle, and we rode it to the shore for a weekend at the end of the summer.

In November, I bought a car. The weather turned cold and that's when our problems started. All summer we didn't have to pay for any heat. But when it got colder, the bills started coming. Each month they were more. Plus we both had loans to pay off—my car loan and Jack's loan for his motorcycle. I guess this was pretty dumb, but we were still going to as many parties as ever. I bought a new winter jacket and a pair of skis. Finally when the January heat bill came, I knew something had to give. I could pay my half of the rent or the heat bill, but not both. To do that I would have had to use every penny I owned.

That's when I called my dad. Right away he said he'd give me the money. I didn't have any choice but to take it. I was feeling really rotten about it, but Dad said, "I'm not giving you this money, Rob, I'm lending it to you. You'll pay it all back by June and you'll be over here tomorrow night for a lesson on how to budget your money."

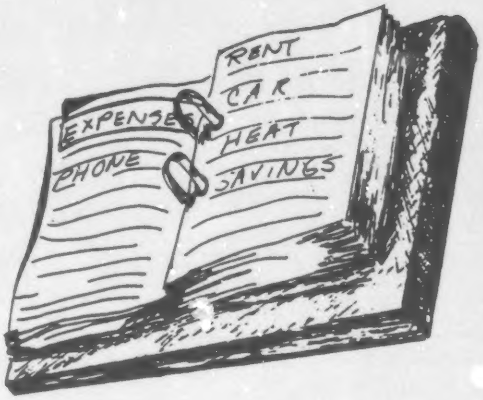
Dad was pretty cool. He didn't give me any lectures. He just sat down with a paper and pencil. He had me write down how much I got paid each week. Then we listed all the expenses I had each month, like rent, car payment, heat bill, and so on. Then he showed me how to plan how I would use the money I had left. He also said I should start putting a little bit each month into a savings account. For a rainy day, he said.

So I think things are going to be okay. Jack and I aren't going to so many parties anymore. But we're still having a good time. And I feel a whole lot better knowing I have my money under control.

HOW WELL DID YOU READ?

How well did you read? Complete the following sentences.

1. Rob didn't want to take money from his parents because
   a. ________ they would give him a hard time about it.
   b. ________ he would have to move back home.
   c. ________ he wanted to prove he could take care of himself.
2. The first few months of work Jack and Rob
   a. ________ studied a lot.
   b. ________ went to a lot of parties.
   c. ________ fixed up their apartment.
3. The boys' money problems started
   a. ________ when the heat bills started coming.
   b. ________ when Jack bought his motorcycle.
   c. ________ when Rob lost his job.



Use the story to help you do the exercises below. After each statement put an *R* if the statement is about *Rob*. Put a *J* if the statement is about *Jack*. Put *RJ* if the statement is about both *Rob and Jack*. The first one is done for you.

1. Always said he'd never ask his parents for money R
2. Worked at his uncle's restaurant ________
3. Bought a car ________
4. Worked in a furniture department ________
5. Had an apartment near the center of town ________
6. Had a full-time job ________
7. Bought a motorcycle ________
8. Had a loan to pay off ________
9. Bought a pair of skis ________

DIVERSIFIED OCCUPATIONS I

FIXED AND FLEXIBLE EXPENSES

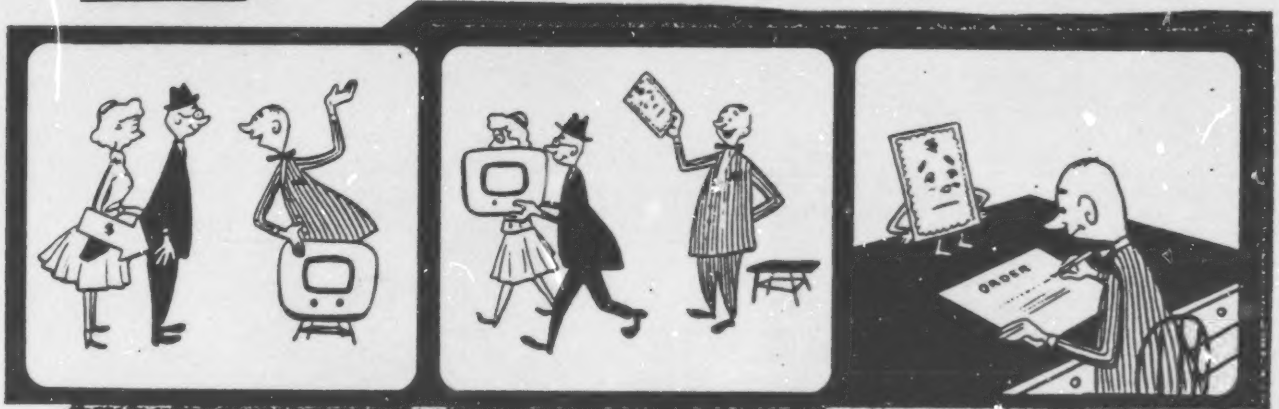
Mark an X under the "Fixed" column if the item is fixed, "Flexible" if the item is a flexible expense. Some expenses may fall under both "Fixed" and "Flexible."

	Fixed	*Flexible*
1. Meals eaten out	____	____
2. Rent	____	____
3. Property taxes	____	____
4. Remodeling your home	____	____
5. Birthday presents	____	____
6. Automobile insurance	____	____
7. Furniture payments	____	____
8. Union dues	____	____
9. Gasoline	____	____
10. Haircuts	____	____
11. Theater tickets	____	____
12. Newspaper subscription	____	____
13. Others ________	____	____
14. ____________	____	____
15. ____________	____	____

DIVERSIFIED OCCUPATIONS I

YOU AND YOUR MONEY

. . . is a story about **you**—and the money you earn, spend, and save. Let's give you a fictitious name: Joe Parker. Joe works in a television factory, but oddly enough he doesn't own a TV. He wants one, though, and Bill Greenstuff, that smiling chap who came to him in his pay envelope, is just the fellow who can help. So . . .



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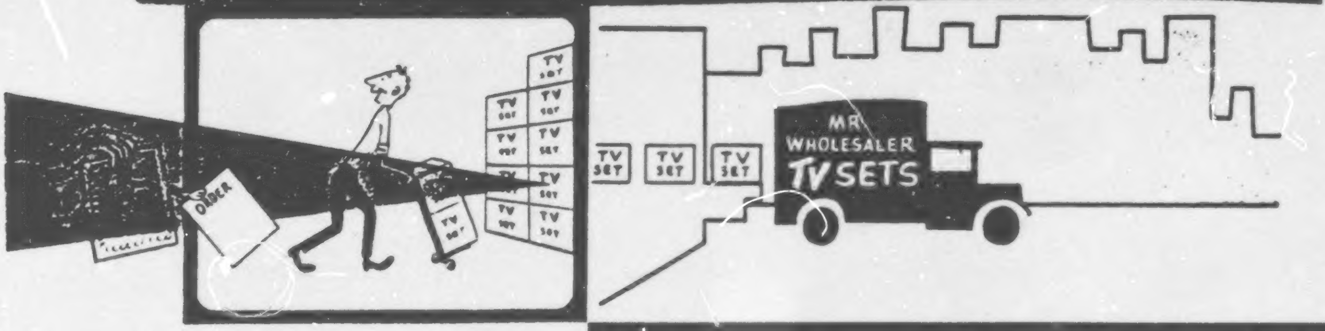
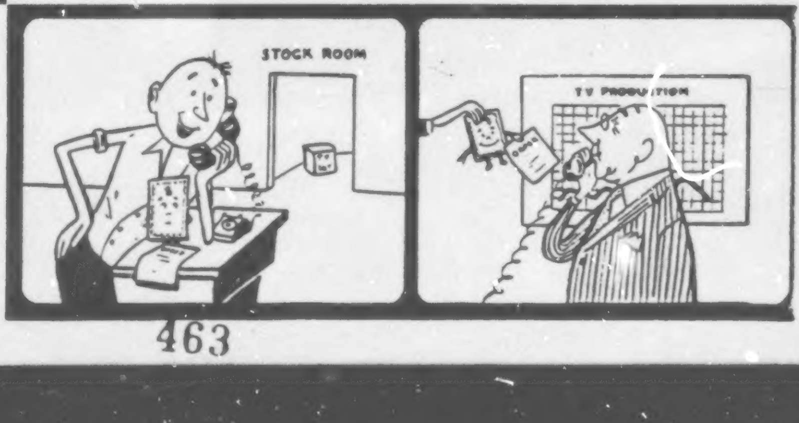
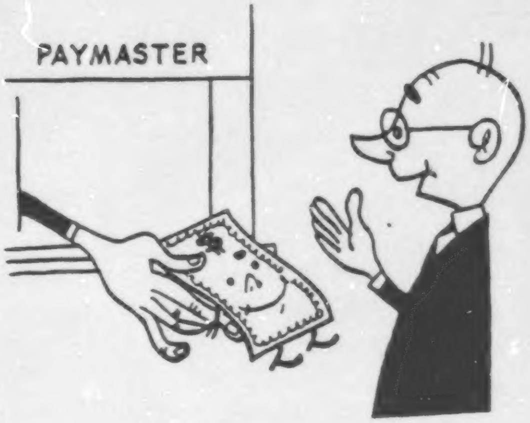

ORDER
TV SET
MR WHOLESALER
TV SETS

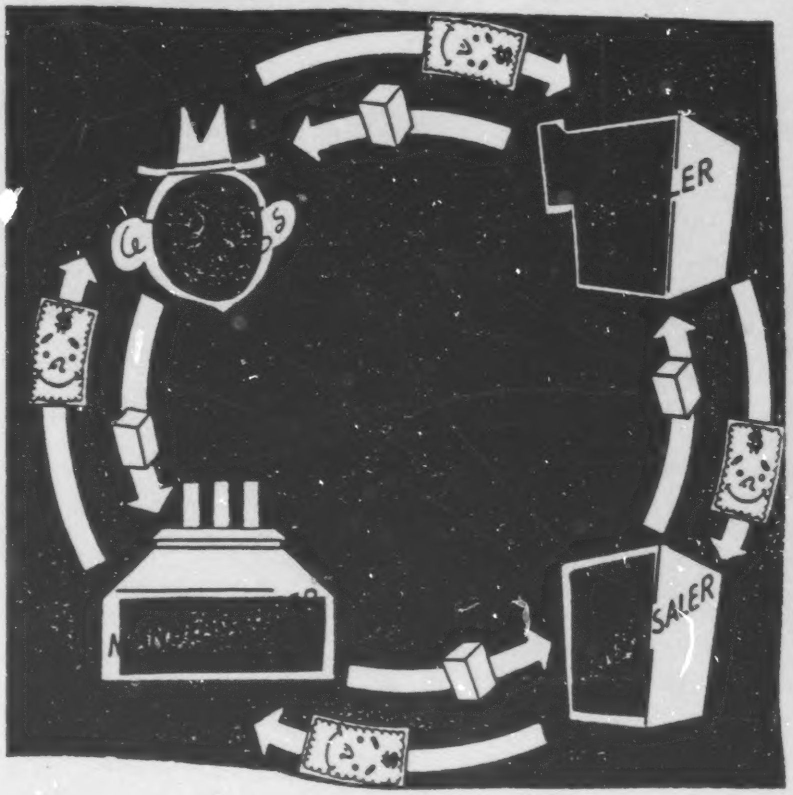
Mr. Wholesaler. Other orders have been coming in, too, and the wholesale dealer finds that his stocks are getting low. So he calls up the manufacturer (who happens to be Joe Parker's boss), and before long Bill Greenstuff is arriving at the TV factory, order in hand.

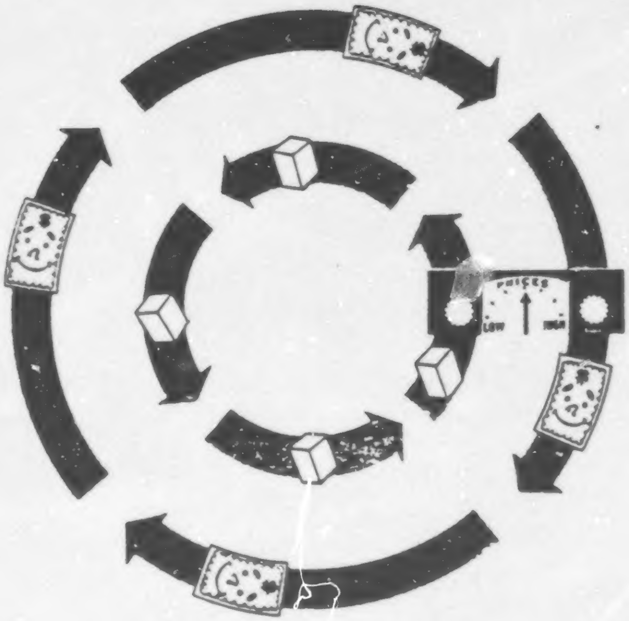

STOCK ROOM
TV PRODUCTION
ORDER

DIVERSIFIED OCCUPATIONS I

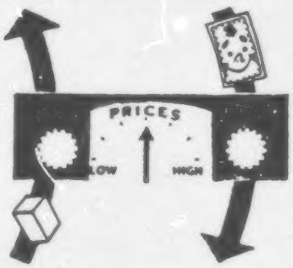
Next Friday, when Joe Parker steps up to the pay window, Bill is back with him again. And that's how money gets around. As the merry-go-round here shows, our nation's business is made up of a two-way flow: with Bill and others like him moving from hand to hand in exchange for goods and services.





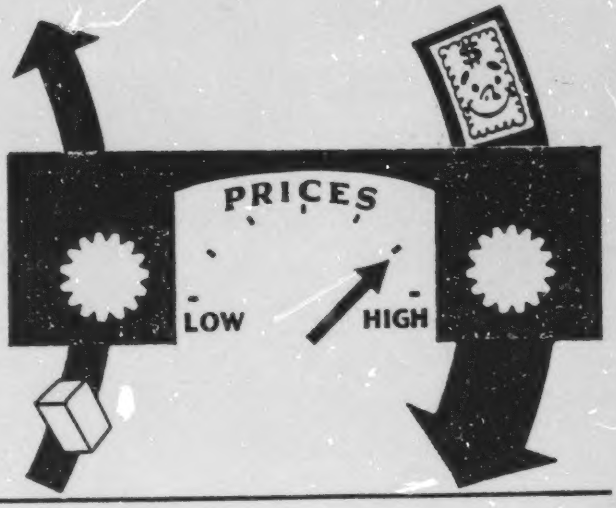


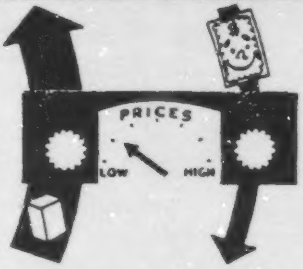
Price is the measure we use when we trade our money for goods and services. The flow of spending and the flow of goods and services determine how high prices are. If there is no change in these flows, prices won't change. As our nation's capacity to produce grows, we want our flow of spending to match the flow of output so that the goods can be sold and we can have jobs. But sometimes things get out of balance.



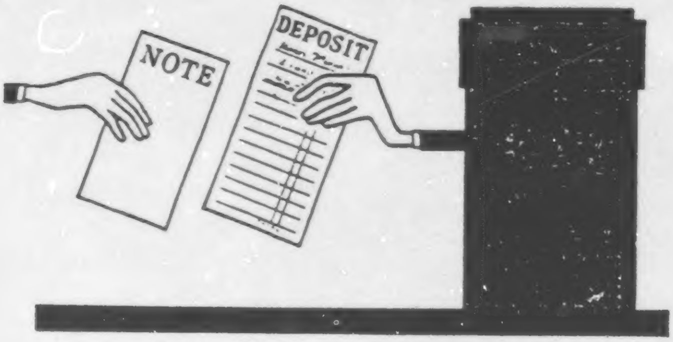
DIVERSIFIED OCCUPATIONS I

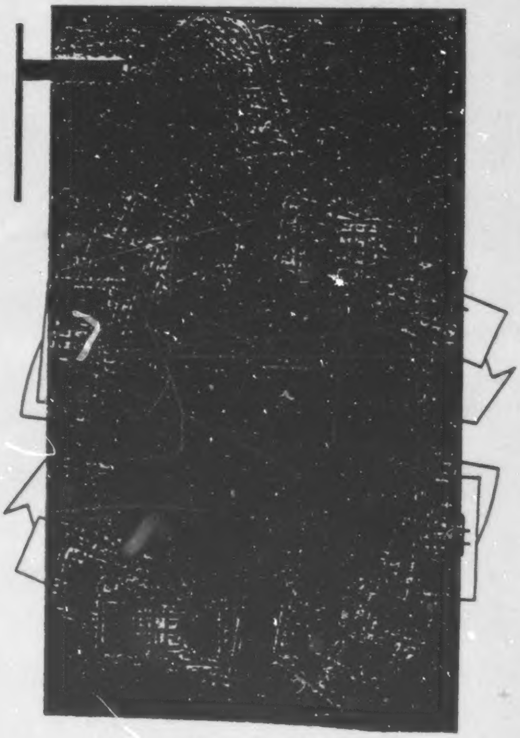
The price-meter below shows what happens when the output flow gets ahead of the spending flow—prices tend to drop, and we have deflation and unemployment. The meter at the right shows what happens when spending increases faster than output—prices rise. We have inflation. Two things can boost the spending flow: faster spending of existing money and an increase in the nation's money supply.



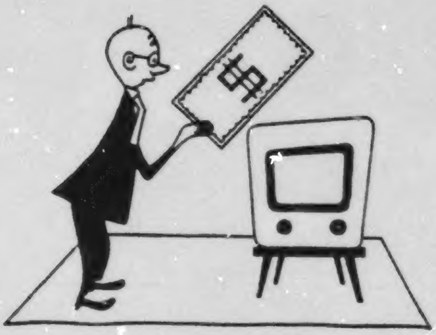


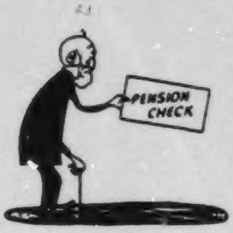
We can spend more if the money supply increases. How does it increase? Mainly from borrowing. When you borrow money from a bank, it usually gives you a deposit credit against which you can write checks. When you write checks on the newly created deposit account, you add new money to the spending stream.

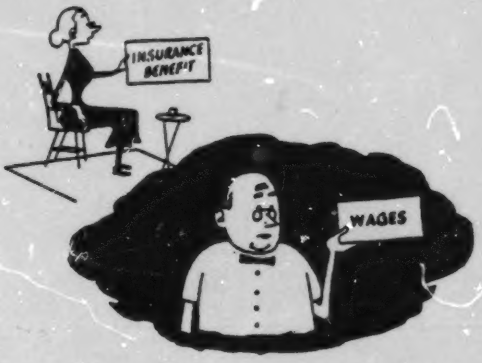




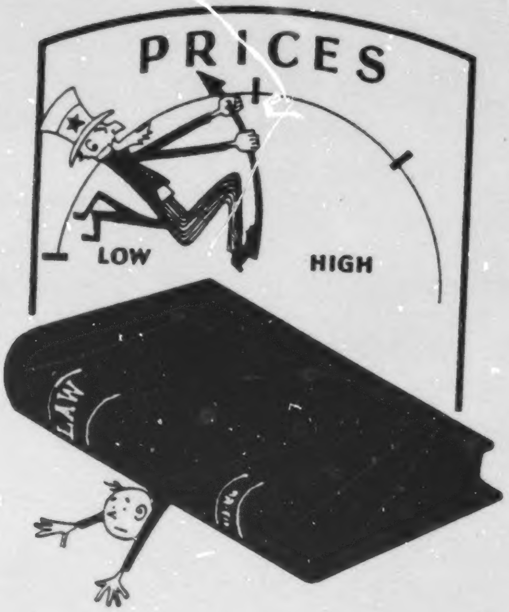
DIVERSIFIED OCCUPATIONS I







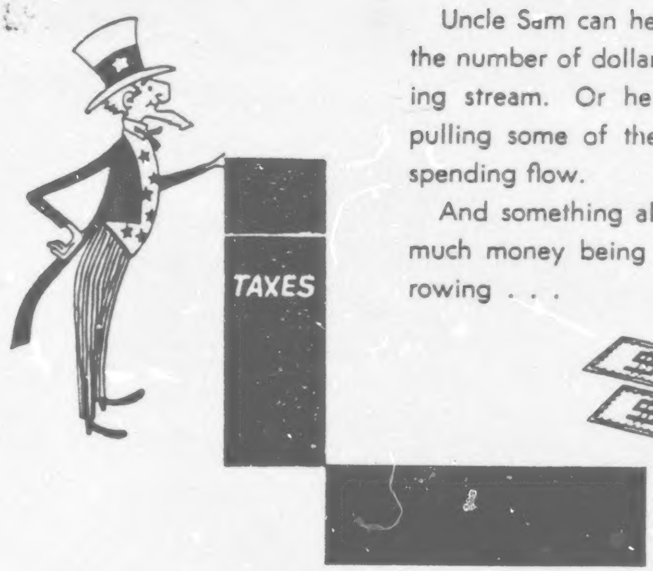
When inflation drives prices higher and higher, each dollar is worth less and less. More and more things are priced out of the reach of many of us—especially people living on pensions and fixed incomes. Joe Parker's dream of retirement on his savings could fade away.



What can we do about inflation? Many things. There are several ways to get at the spending pressures that cause inflation.

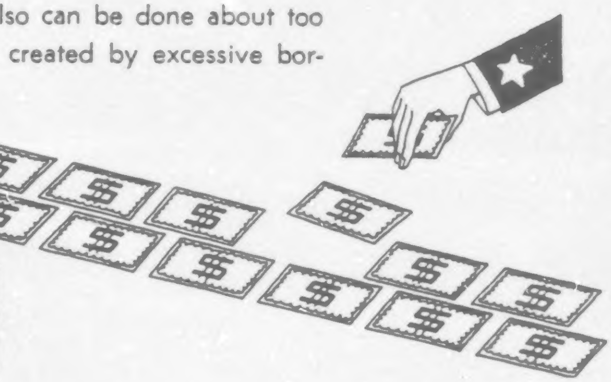
We can spend less and save more. Saving gives Bill Greenstuff a chance to rest and takes pressure off prices. We can increase output by working longer hours. That would add to the flow of goods and services, although overtime pay could also mean more spending.

One real secret is greater productivity—more output for every man-hour of work. Greater productivity is generally made possible by business investment in bigger plants and improved equipment.



Uncle Sam can help, too. He can cut down the number of dollars he pours into the spending stream. Or he can increase taxes, thus pulling some of the extra dollars out of the spending flow.

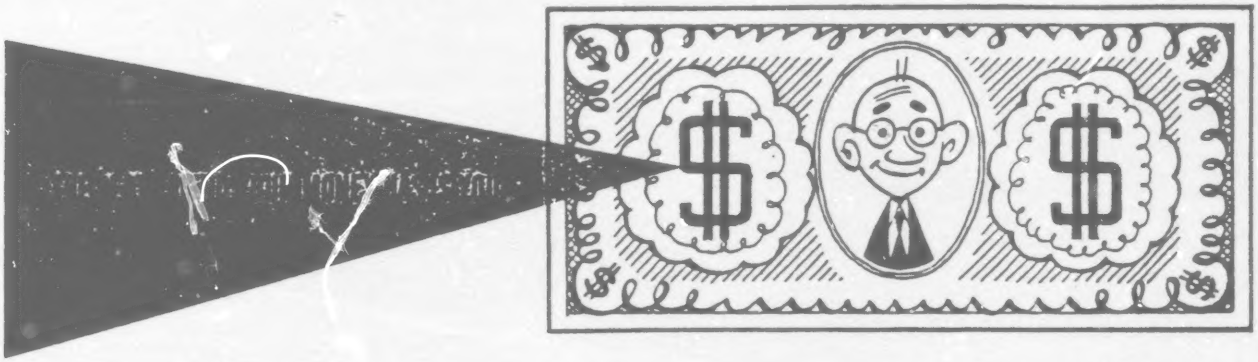
And something also can be done about too much money being created by excessive borrowing . . .



The Federal Reserve System was established by Congress to influence the supply, cost, and availability of money and credit. The nation's central banking system, with headquarters in Washington and twelve regional Reserve Banks throughout the country, can strongly influence the ability of banks to lend by creating monetary conditions favorable to stable economic progress, which would help to avoid both deflation and inflation.

So, a great deal can be done to combat inflation and deflation—by the Federal Reserve System, by Uncle Sam and his taxing and spending, and by business and consumers.

But in the final analysis the decisions of the people, as voters or as individual consumers, tell the story. **You** have the final say in the value of your money . . .



DIVERSIFIED OCCUPATIONS I

THE MONEY MANAGER

DIVERSIFIED OCCUPATIONS I

Step One
Income

To start, write down all the cash you expect to receive in the next 12 months. If your income is from wages or salary, include only take-home pay. If it is from your own business, farm or trade, make the best possible estimate.

Add other cash income you expect to receive, such as interest or dividends from bonds and other investments, veteran's benefits, proceeds from life insurance or Social Security, rents, and money contributed by other family members.

Add up and divide by 52, and you will see what your average weekly income will be for the next 12 months. This is the money that will be available to spend and to save.

(If you prefer a twice-a-month budget, then divide by 24 throughout "The Money Manager," instead of by 52. If you want a monthly budget, divide by 12.)

Estimate of Total Cash Income

Annual Wages or Income	________
Interest or Dividends from Bonds and Investments	________
Other Income	________
______________________________	________
Total Annual Income	**$**________ *a year*
Total Weekly Income (Divide annual income by 52)	**$**________ *a week* ***Enter this amount on balance sheet at bottom of page.***

Step Two
Fixed Expenses and Obligations

Write down all of your fixed expenses—rent or mortgage payments, life insurance premiums, taxes other than those taken out of your pay, contributions to religious and charitable organizations, installment payments and so on. Indicate the dates these are due.

Don't try to guess about doubtful future expenses. Put down only the expenses which can be estimated pretty closely in advance. If you know there will be extra expenses incurred during the holiday season or a big winter fuel bill, write them down.

Add up all the items, divide by 52, and you will have the weekly "set-aside" to put into a special fund. Later, when these fixed expenses come due, you can pay for them more easily.

DIVERSIFIED OCCUPATIONS I

Estimate of Fixed Expenses, Obligations and Regular Savings

	JAN.	FEB.	MAR.	APRIL	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.	TOTAL 12 MONTHS
HOUSING													
Rent, mortgage payment													
Major fuel bills													
Other													
FINANCIAL PROTECTION													
Life insurance													
Health insurance													
Car insurance													
Household insurance													
Other insurance													
COMMUNITY CONTRIBUTIONS													
Religious													
Donations													
DEBTS AND OBLIGATIONS													
Installments													
Other debts													
TAXES AND LICENSES													
Taxes													
Licenses													
REGULAR SAVINGS													
Long-range goals (e.g. college costs)													
Short-range goals (e.g. vacation)													
OTHER MAJOR ITEMS													

Total for the year $________________

Weekly set aside (divide by 52) $________________

Enter on Balance Sheet below

DIVERSIFIED OCCUPATIONS I

Step Three
Emergency Funds

One of the most important steps, if your money plan is to work smoothly, is to provide for emergencies.

There is more than one kind of savings. Regular savings (see Step 2) are for long-range projects like family security, further education, a new house or car. Then there are savings for emergencies which should be part of your plan. It's money put aside every week to help meet unexpected expenses.

Just how much of your savings will account for your emergency fund will have to be decided by you when you calculate your own special needs.

After you reach the goal you have established as an emergency fund, do not touch that amount except for those unexpected problems.

Estimate of Emergency Fund

Amount to be put into emergency fund each week . . . . $_______________

Enter on Balance Sheet below

This fund will be allowed to accumulate until it reaches $_______________.

Pay in just anough to keep it at that level.

Step Four
Weekly Living Expenses

Unless you have kept some records over a period of time, you won't be able to tell exactly how much it costs your family to live. But with thoughtful care, you probably can make some estimates.

How to divide your living expenses into different classifications is up to you. The chart lists some of the major ones. There are extra lines to use if you want to divide things another way or add other items.

Now you are ready to add all your estimates and find your total expenditure. When you subtract it from your total income, have you anything left? If so, this amount may be placed in your savings account or used for other investments for the future.

There isn't anything final in these estimates. After a month or two, you may want to come back and rework everything, according to what you have learned by using "The Money Manager."

DIVERSIFIED OCCUPATIONS I

Estimate of Weekly Living Expenses

How much a week?

FOOD AND BEVERAGES

At home .... ____________

Away from home .... ____________

HOUSEHOLD COSTS

Operations (e.g. utilities) .... ____________

Maintenance (e.g. upkeep) ...... ____________

Laundry, dry cleaning .... ____________

______________________ ____________

TRANSPORTATION

Trains, buses .... ____________

Private car ____________

Operation .... ____________

Maintenance .... ____________

RECREATION, ENTERTAINMENT ____________

CLOTHING .... ____________

ROUTINE MEDICAL, DENTAL ...... ____________

TOTAL (Enter here) $____________

How much a week?

PERSONAL ALLOWANCES
(magazines, books, records, movies,
gifts, snacks, incidentals)

Name ____________ ____________

____________ ____________

____________ ____________

____________ ____________

____________ ____________

TOTAL (Enter here) $____________

OTHER WEEKLY EXPENSES

____________ ____________

____________ ____________

____________ ____________

____________ ____________

____________ ____________

TOTAL (Enter here) $____________

TOTAL ESTIMATE OF ALL WEEKLY LIVING EXPENSES $____________

Enter on Balance Sheet below

Balance Sheet

STEP ONE Weekly Income .... $____________

STEP TWO Weekly set aside for fixed expenses .... ____________

STEP THREE Weekly contributions to emergency fund .... ____________

STEP FOUR Weekly living expenses ..... ____________

TOTAL OF STEPS 2, 3, 4 .... ____________ $____________

Subtract total expenditures from income. If there is money left over, this amount can be added to your savings for a special goal....... $____________

DIVERSIFIED OCCUPATIONS I

WOW!

HOW MUCH IS A WIFE WORTH?

Through the years we have published a table showing the value of services performed by a wife for work she does as a homemaker. The following table represents the most current rate at time of publication. These figures are based on a young mother with two preschool-age children. The total worth for her services come to $699.00 a week or $36,348.00 for the year. Here is the breakdown:

	Hours Per Week	Rate Per Hour	Value
Child Care	70	4.00	$280.00
Daytime on-call Care	14	3.00	42.00
Overnight on-call Time	84	3.00	252.00
Clothes Care	4	3.00	12.00
Food Shopping	2	3.00	6.00
Preparing Food	21	3.00	63.00
House Cleaning	5	3.00	15.00
Budgeting and Planning	2	4.50	9.00
Driving	4	5.00	20.00
TOTALS	206		$699.00

The above table is based on an article that appeared in "Parents Magazine." A close look at the totals indicates that a homemaker works 206 hours a week and that her services are worth $699.00. An average hourly rate of approximately $3.40 an hour ($699.00 ÷ 206 hours). Assuming a homemaker worked a normal 40 hour week the hourly rate would be approximately $17.50 ($699.00 ÷ 40 hours). Hours per week are computed as follows: A seven day work week of 24 hours a day which equals 168 hours. Plus 38 hours each week for special extra duties such as driving, planning, budgeting, etc. A total of 206 hours as listed above.

DIVERSIFIED OCCUPATIONS I

UNIT #17

TEST

1) Write a definition of "fixed expenses."

2) Write a definition of "flexible expenses."

3) Mark the following either Fixed or Flexible by placing an X in the appropriate column.

	FIXED	FLEXIBLE
a) rent		
b) haircuts		
c) car payments		
d) magazines		
e) clothes		
f) food		
g) movies		
h) toothpaste		
i) electricity		
j) birthday present		

4) List two ways you can save money on groceries:
   a)
   b)

5) Where is a good place to find low prices on furniture?

6) What is the average monthly take-home pay for a person just graduating from high school and working full-time?

7) What is an average monthly rate for a one bedroom apartment in this area?

8) List three things you would check for when looking for an apartment:

a)

b)

c)

9) How can you reduce your heat bill?

Read each statement. If true, circle T. If false, circle F.

T F 1) Decide why you want to buy something before you buy it.
T F 2) Winter clothing costs less in September.
T F 3) Care labels in clothing are only for dry cleaners.
T F 4) Plan what you want to buy before shopping for food.
T F 5) Keep a record of grocery prices so you can find ways to save money.
T F 6) Where you eat affects the cost of your food.
T F 7) Operating a car may cost more than buying a car.
T F 8) Good drivers do not need liability insurance.
T F 9) You should help your family when you live at home.
T F 10) Living at home costs less than living on your own.
T F 11) It is easy to share an apartment with someone.
T F 12) Decide how much rent you can pay before renting a place to live.
T F 13) Rent and utility deposits are usually paid before moving into an apartment.
T F 14) It costs more to rent an unfurnished apartment.
T F 15) Check want ads for good buys on furniture.
T F 16) Use a calendar to help plan your activities.
T F 17) Your place to live should be close to work and a shopping center.
T F 18) Plan a budget before you decide to marry.
T F 19) Young adults should vote.
T F 20) Being independent means being responsible for yourself.

DIVERSIFIED OCCUPATIONS I

UNIT 18

Checking Account

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME Checking Accounts
2. LESSON NAME Introduction
3. LESSON TIME 2 days
4. TEACHER SET-UP Copies: pretest, vocabulary, Part One
5. MATERIALS NEEDED
6. PERFORMANCE OBJECTIVES

   A) TSWBAT write definitions of vocabulary words relating to Checking.

   B) TSWBAT list 3 advantages of checking.

   C) TSWBAT list 3 disadvantages of checking.
7. EVALUATION
8. SPECIAL NOTES **Source: "Personal Checking Accounts" by Betty Sullivan: Unigraph

   This checking account unit can be done on an individual basis--however, especially with ESL students, it goes much better when done as a class step-by-step!

DIVERSIFIED OCCUPATIONS I

	CONTENT OUTLINE	PROCEDURES
1)	Pretest	1) HANDOUT, complete and turn in
2)	Vocabulary	2) HANDOUT, give definitions to the followin -commercial bank, co-signature, individual account, joint account, non-sufficient funds, overdrawn, service change/service fee
3)	Discussion	3) -possible needs for a checking account -car payments, rent, etc. -availability of acceptable ID at 16 -co-sign with parents, student ID
4)	Part One Advantages Disadvantages	4) HANDOUT, read and discuss -go over the advantages and disadvantages sections as an introduction to checking

DIVERSIFIED OCCUPATIONS I

UNIT #18

PRETEST

If the answer is true, circle the T. If the answer is false, circle the F.

T F 1. Checking accounts are strictly for people twenty-one and older.

T F 2. You should never borrow a check from another person nor lend a check to another person.

T F 3. You should avoid writing checks on holidays or Sundays.

T F 4. If you make a mistake when writing a check, erase or scribble out the error and put in the proper information.

T F 5. Post-dating a check is legal.

T F 6. A check is valid for three years after it is written.

T F 7. The most important thing in writing a check is to sign the check, in whatever manner you wish.

T F 8. If a check made out to you has your name misspelled, just endorse it with the incorrect spelling.

T F 9. Just signing your name is the best endorsement to use on all checks made payable to you.

T F 10. Most banks will cover your checking account if you overdraw, without charging you additional money.

T F 11. The bank can deduct bank charges from your account without prior notice.

T F 12. The odd looking numbers on a check face are bank numbers, and therefore are of no concern to you.

T F 13. All banks have the same fees and services available.

DIVERSIFIED OCCUPATIONS I

UNIT #18

VOCABULARY

1. ABA number

2. Bank Statement

3. Blank Endorsement

4. Cancelled Check

5. Check

6. Check Register

7. Check Stub//End Stub

8. Clearing House

9. Commercial Bank

10. Corrective Endorsement

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
	-After everyone has selected their purchase, compare prices, by asking-whose (name of item) was cheaper? Did you check both stores? Did anyone get a receipt? (Usually nobody does, the first time the game is played.) Can you return the item without the receipt? -Have the students give the reasons for their purchases- observing that different persons have different reason for buying items. -Ask What items have you recently bought? Why did you buy that item? Did you shop at more than one store? Did you get a receipt for the purchase? -Write the words Consumer and Receipt with definitions on the chalkboard -Discuss the following points with the students. A Smart Consumer: -asks for and saves the receipt -counts his/her change -looks at different prices -has a reason for buying an item
4) Consumer notebook	4) -this will be an on-going project for students to collect materials related to Consumer Education -Have students design covers for their Consumer Notebook. A sample cover can be a Goods-collage, such as pictures of all foods, sports equipment, clothes, etc. Students can create other cover ideas. -Review meaning of the word consumer. This should be included in the vocabulary section of the notebook. Sample sections for the notebook are: -vocabulary -art activities -consumer math -puzzles/word finds -compositions/writing activities -consumer language activities
5) What are goods?	5) -Write the word Goods on the chalkboard. Have students say the word. Discuss the meaning of the word. -Discuss Goods using these questions: -What have you recently bought or purchased in a store? -What have your mothers or fathers recently bought or purchased?

CONTENT OUTLINE	PROCEDURES
	-Look around the room and name anything that can be purchased. -Discuss where the various Goods listed on the board could be used -Ask: Which goods could we use at home? Which goods could we use at school? Which goods could be used at home and at school? -Have students produce a Goods Collage by cutting pictures of Goods from magazines/newspapers and pasting on large piece of construction paper. These can be put in notebook or displayed.
6) What are services?	5) -Write the term Services on the chalkboar Discuss and give meaning. -Some examples of services include: TV repair, barber shop, swimming lessons -Make a list on the chalkboard, from students suggestions, of services they and their families receive. Divide chalkboard into sections labeled, Home, School and Community. Write types of services under the appropriate headings. Remember--some services are not limited t just one category. Home: Tv repair, shoe repair, telephon School: telephone, electricity Community: dentist, telephone, garbage collection, street light -Distribute newspapers, magazines, TV listings, scissors, paste, etc. Ask students to look for pictures of services and paste them on construction paper. Either put in notebooks or display.
7) Services	7) HANDOUT, explain, complete and discuss
8) Goods or services	8) -review definitions for consumer, goods and services -Have available (for teacher's use) a lis of goods and services. As the teacher reads each word from the list, students are to raise one hand if Goods are called. and two hands if Services are called
9) Goods or Services?	9) HANDOUT, explain, complete and discuss
10) Goods or Services	10) HANDOUT, explain, complete, and discuss

DIVERSIFIED OCCUPATIONS I

UNIT #21

VOCABULARY

1) CONSUMER

2) GOODS

3) SERVICES

4) DESIRE

5) COMPARE

6) RECEIPT

7) PRICE

8) IMPULSE

9) UNIT MEASURE

10) UNIT PRICE

DIVERSIFIED OCCUPATIONS I

SERVICES

Directions:

Draw a circle around each service that a consumer can buy or pay for. One has been done for you.

GROCERIES

[✓ SHOE REPAIR]

CANDY

NEW CLOTHES

STORY BOOK

HAIR CUT

JEWELRY

NEW CAR

PIANO LESSONS

VISIT TO DOCTOR

GAS FOR HEAT

STREET REPAIR

SHOES

HAMBURGER AND FRIES

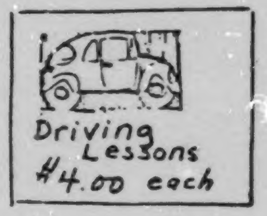
DIVERSIFIED OCCUPATIONS I

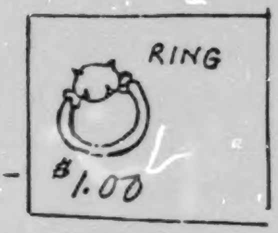
GOODS OR SERVICES?

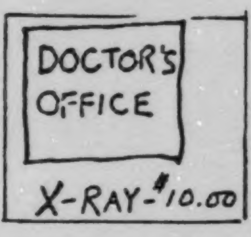
Directions:

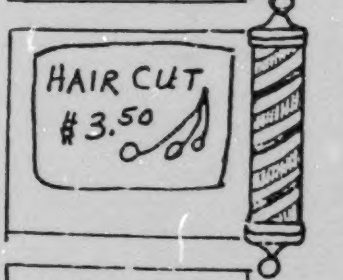
Put a "G" on the line if the picture shows "Goods."

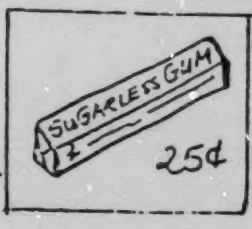
Put a "S" on the line if the picture shows a "Service."

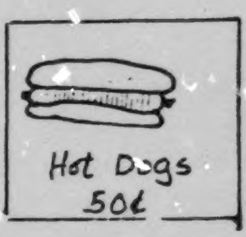
____ 
Driving Lessons
$4.00 each

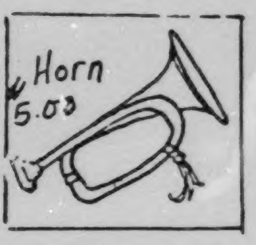
____ 

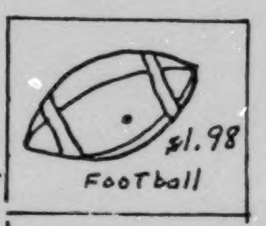
____ 
DOCTOR'S OFFICE
X-RAY-$10.00

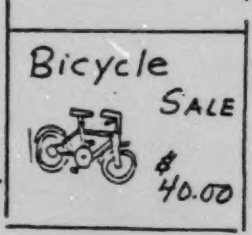
____ 
HAIR CUT
$3.50

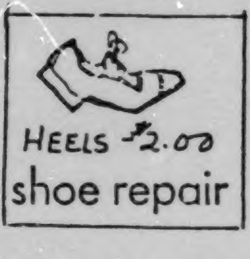
____ 
SUGARLESS GUM
25¢

____ 

____ 

____ 
$1.98
FooTball

____ 
Bicycle
SALE
$40.00

____ 
HEELS $2.00
shoe repair

DIVERSIFIED OCCUPATIONS I

GOODS OR SERVICES

Directions:

Read the following statements and tell whether the person is buying goods or services. Write the good or service in the proper box.

Statements

$ 1. When Bill went to the gas station, the attendant asked him if he needed his oil checked.

$ 2. Mary went to the store to buy a new sweater.

$ 3. John had his new shoes shined at the shoe shop.

$ 4. Susan bought vegetables from the farmer's market.

$ 5. Judy got a pretty new hair cut from Jo's Beauty Shop.

$ goods $	services $

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME Consumerism

2. LESSON NAME Shopping is Choosing

3. LESSON TIME 3 days

4. TEACHER SET-UP Copies:

5. MATERIALS NEEDED newspapers, magazines, food ads, clothing ads, catalogs, scissors, gluesticks, phone book,

6. PERFORMANCE OBJECTIVES

A) TSWBAT identify the characteristics of a wise shopper.

B) TSWBAT when given two or more choices, select the more economical buy.

C) TSWBAT correctly make change in consumer shopping situations. TSWBAT read a sales receipt.

7. EVALUATION

8. SPECIAL NOTES

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
1) The wise shopper	1) -Review the meaning of the vocabulary words compare, price and receipt. Ask the following questions: -Why is it important to compare prices? -What could happen if you didn't look at the price of what you were buying? -Why is it important to save your receipt? -Say, as consumers, we need to shop very carefully for goods and services. Why do you think we do this? When we do something or think about doing something carefully, this is called being smart or wise. What other times is it good to be wise? (Students should be able to offer comments such as in school, following directions for doing specific tasks, etc.) -Have students give their idea of a wise shopper. What is a wise shopper? What does a wise shopper do? -List on the blackboard: STEPS TO BEING A WISE SHOPPER -make a list -shop around and compare prices -resist impulse buying (don't buy in a hurry) -if possible, always get and keep your receipt -count your change -Have students copy steps in Consumer Notebook
2) Make a list	2) -Review with the students the steps of being a wise shopper. One of the steps that is very important is to make a list before shopping. -Explain that when you make a list, it saves time and also helps you plan what to purchase. This lesson will give practice making lists.
3) Shopping List	3) HANDOUT, explain, complete and share

CONTENT OUTLINE	PROCEDURES
4) Don't buy in a hurry	4) -Introduce the word impulse. Write it on the chalkboard. -Explain that impulse buying or shopping when you're in a hurry can cause you to lose money. You may buy damaged goods, forget your receipt, etc. -Have students tell about situations where they did impulse shopping. What happened? Were they satisfied with their purchase?
5) Let your fingers do the walking	5) -Explain that consumers are able to shop around and compare prices in different ways. -Discuss with the students different ways that this is accomplished. Examples: using the newspapers, catalogs, going to different stores, etc. -Explain that we can use resources at home to shop around. One of those resources is the yellow pages of the phone book. Ask the students how the yellow pages can help them shop around. You will get varied answers--subbest, if necessary, that we can all call places before we go to check on goods and servic -Ask Have you ever head the saying, "Let your fingers do the walking?" What does this mean? -Give out old yellow-page phone boods. Students can work in groups if there are not enough books. They should all have the same book. -Discuss with the students how to use the yellow pages.
6) Let Your Fingers Do The Walking Worksheet	6) HANDOUT, explain, complete and discuss
7) Buying clothes	7) -Explain to the students that becoming a wise shopper takes lots of practice. -Show clothing ads from different stores. -Explain that different stores may have similar goods at different prices.
8) Buying Clothes-A	8) HANDOUT, explain, complete and discuss -Divide the class into groups. Each group should have an ad from a different store. Try to get ads with similar items to compare. -Tell students to write the name of the store and the items advertised under heading Clothing, then they are to list the price of each item advertised.

CONTENT OUTLINE	PROCEDURES
	-After each group has listed their prices write the names of the stores on the chalkboard. Under each store, list the item to be bought. Do not include the price. Have a student from each group fill in the price of the item. Compare the prices of the different stores.
9) Buying Clothes-B	9) HANDOUT, explain and complete and discuss -give out the sheet and using the information on the chalkboard, let students write the name of the store that has the most economical buy.
10) Buying Clothes-C	10)HANDOUT, explain, complete and share -Tell the students to shop for clothes from newspapers or catalogs. Suggest that they shop around in catalogs and newspapers to get the best buy for their $150.00
11) More for your money	11) -Explain that we have learned that goods we buy come in certain measurements. Some come in inches, quarts, pounds, etc. As consumers, we want to be able to get the most for our money. -Explain that if we buy a jar of peanuts the unit of measure or weight will show how much is in the jar. That weight may be 10 ounces. If the cost of the peanuts is 80¢, then we can determine the unit price by dividing the cost by the weight. $10\text{ oz.}\overline{)\,80¢}$ - cost The price for each unit or each ounce in the jar is 8¢. So we are paying 8¢ for each ounce of peanuts in the jar. -When we want to compare prices of goods, you find the cost of each unit. This is called unit pricing. To find the unit price, divide the price by the number of ounces. This tells us how much one ounce costs. -Compare the price of different goods by finding the unit prices. Examples: -Mrs. Golden's Corn - 7 oz. @ 47¢ -Sunshine Corn - 10 oz. @ 66¢ Which is the most economical buy? Sunshine Corn! -Say, "Knowing the unit price helps consumers to get more for their money."

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
12) More For Your Money	12)HANDOUT, explain and complete
13) The Better Buy	13)HANDOUT, explain, complete and discuss
14) Test	14)HANDOUT, complete and turn in

DIVERSIFIED OCCUPATIONS I

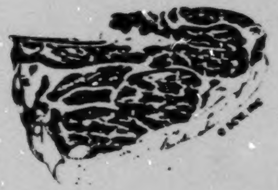
SHOPPING LIST

Directions:
Using the food ads from the newspaper, make a list of groceries to buy. You have $30.00 to spend. Do not go over that amount

CANNED FOOD
Stock-Up SALE!

GROCERY LIST

Item:	Cost:
TOTAL COST:	



BUDGET-WISE
BAKERY BUYS

Dieter's
DAIRY FAVORITES
Schnucks

MENU PLANNERS
Value Days

DIVERSIFIED OCCUPATIONS I

LET YOUR FINGERS DO THE WALKING

Directions:

Locate the names of places or persons that provide the following goods or services. In column 2 write the name, in column 3 write the phone number, and in column 4 write the page number where you located it. The first one has been done for you.

(1) GOODS OR SERVICES	(2) NAME OF PLACE OR PERSON	(3) TELEPHONE #	(4) PAGE #
EXAMPLE 1. Buy a bicycle	Bicycle Center	727-8458	225
2. Buy an ice cream sundae			
3. Repair a T.V.			
4. Have a toothache			
5. Buy an automobile			
6. Shoe Repair			
7. Dance lessons			
8. Buy new carpet			
9. Restaurant			
10. Buy a dog			

DIVERSIFIED OCCUPATIONS I

BUYING CLOTHES-A

Directions:

Write in the name of the store. List items of clothing advertised and write the price for each item.

STORE NAME:	
CLOTHING	PRICES

DIVERSIFIED OCCUPATIONS I

BUYING CLOTHES-B

Directions:

Write the name of the store that has the most economical buy next to each item.

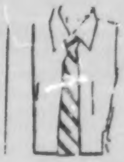
1. Slacks______________

2 Blouse______________

3. Sweater______________

4. Scarf______________

5. Shoes______________



6. Shirt______________

7. Jacket______________

8. Coat______________

DIVERSIFIED OCCUPATIONS I

BUYING CLOTHES-C

Directions:

You have $150.00 to spend on clothes that you need for the school year. Are you a wise shopper? You may use newspapers and catalogs. Fill in the columns below.

NAME OF ITEM	NUMBER OF ITEMS	NAME OF CATALOG OR NEWSPAPER	COST FOR (1) ITEM	TOTAL COST
EXAMPLE Shoes	1 Pair	Sears Catalog	$19.95	$19.95

TOTAL COST OF ALL ITEMS:__________

DIVERSIFIED OCCUPATIONS I

MORE FOR YOUR MONEY

When Kimberly found out that shampoo was on sale, she rushed to the store. She bought a 10 oz. bottle of shampoo for $1.00.

Gina went to the same store. She bought a 12 oz. bottle of shampoo for $1.08.

Question: Who was the wise shopper? (You should figure the unit price to see which girl received the most for her money.)

WORK HERE

Kimberly	Gina
10 oz. for $1.00	12 oz. for $1.08
Price per oz.__________	Price per oz.__________

Put a check next to the name of the wise shopper:

Kimberly________

Gina____________

THE BETTER BUY

Directions:

Find the unit price to determine which is the better buy or which are the same.

1. a. 12 oz. Little Piggly Bacon for $1.20 ____________price per oz.
   b. 1 lb. Little Piggly Bacon for $1.60 ____________price per oz.

   a. Work Here b. Work Here

   The better buy is a.______, b.______ or c. same______

2. a. 14 oz. Soft Hands Detergent for $.56 ____________price per oz.
   b. 16 oz. Soft Hands Detergent for $.80 ____________price per oz.

   a. Work Here b. Work Here

   The better buy is a.______, b.______ or c. same______

3. a. 12 oz. Mutt Dog Food for $.48 ____________price per oz.
   b. 12 oz. Mutt Dog Food for $.60 ____________price per oz.

   a. Work Here b. Work Here

   The better buy is a.______, b.______ or c. same______

4. a. 10 oz. Tillie's Tomato Juice for $.90 ____________price per oz.
   b. 14 oz. Tillie's Tomato Juice for $1.12 ____________price per oz.

   a. Work Here b. Work Here

   The better buy is a.______, b.______ or c. same______

DIVERSIFIED OCCUPATIONS I

UNIT #21

TEST

1) Write YES or NO in front of the sentence which tells what you do as a consumer.

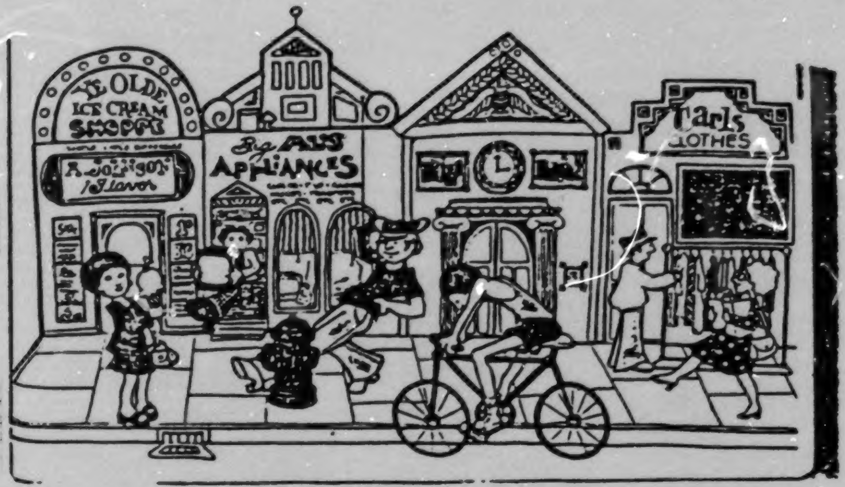
   a. _____As a consumer, do you sell goods or services?

   b. _____As a consumer, do you buy or use goods or services?

   c. _____As a consumer, do you advertise goods or services?

   d. _____As a consumer, do you make or provide goods or services?

2) Put an X on the people in the picture who are consumers.



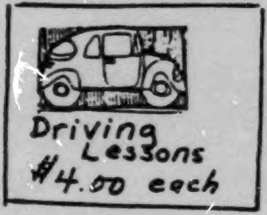
3) Write the letter for the word from Column A by the correct meaning in Column

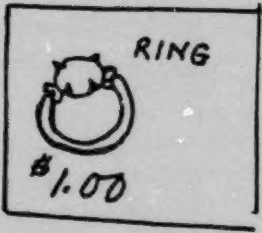
A	B
a. Shop	_____1. To look at items in order to discover their likeness or differences.
b. Price	_____2. A sales slip or statement that shows that a specific price has been paid.
c. Compare	_____3. To look at goods or services with the intent to buy.
d. Receipt	_____4. The amount of money a consumer must buy a good or a service.

BEST COPY AVAILABLE

DIVERSIFIED OCCUPATIONS I

4) Put a "G" for Goods or "S" for Services in front of each picture below.

____

Driving Lessons
$4.00 each

____


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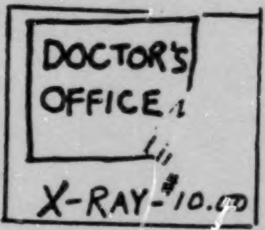
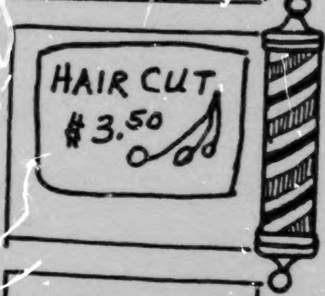
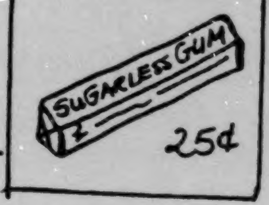
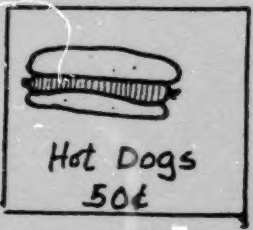
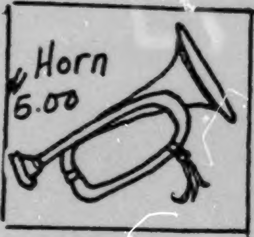
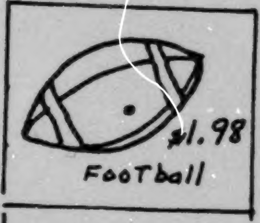

DOCTOR'S OFFICE
X-RAY-$10.00

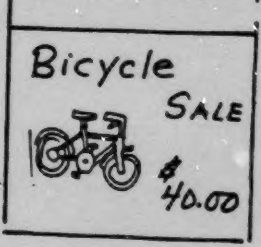
____

HAIR CUT
$3.50

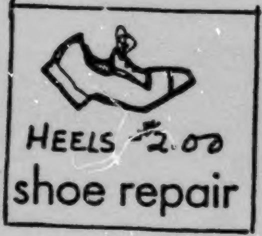
____

SUGARLESS GUM
25¢

____


____


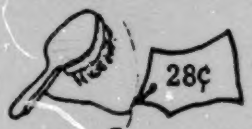
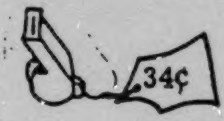
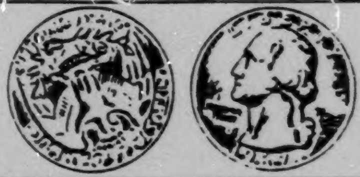
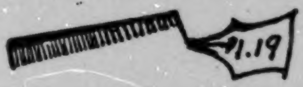
____

$1.98
FooTball

____

Bicycle
SALE
$40.00

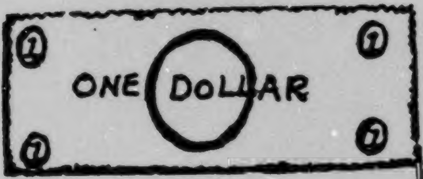
____

HEELS $2.00
shoe repair

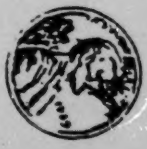
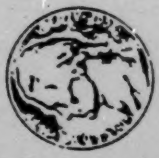
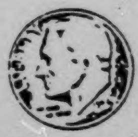
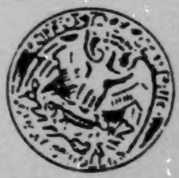
DIVERSIFIED OCCUPATIONS I

5) Imagine you were going to buy the things in the pictures below. How much change is left?

Cost	Amount before purchase	Change
 28¢	$1.00	
 34¢		
 1.19	$5.00	

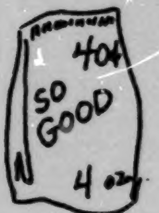
6) What is the change from this bill? Fill in the empty boxes. If you have been given the following coins in change, what is the missing coin in the blank box?

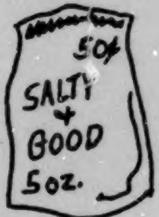


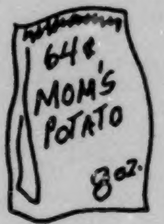
	Cost				
	Example 93¢	2	1	0	0
A.	64¢	1	0		1
B.	51¢	4	0		1
C.	82¢		1	1	0

DIVERSIFIED OCCUPATIONS I

7) Judy went to the grocery store to buy some potato chips. Draw a circle aound the bag of potato chips that you think is the best buy.


40¢
SO GOOD
4 oz.


50¢
SALTY + GOOD
5oz.


64¢
MOM'S POTATO
8oz.

8) Whenever you buy an item in a store, always be sure to:

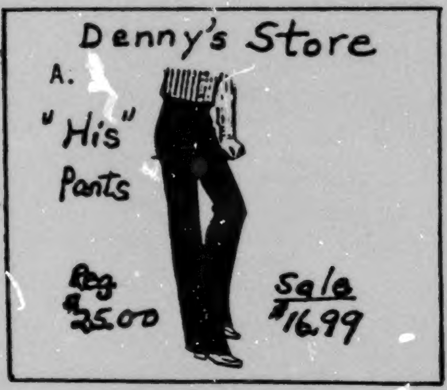
a. get the receipt

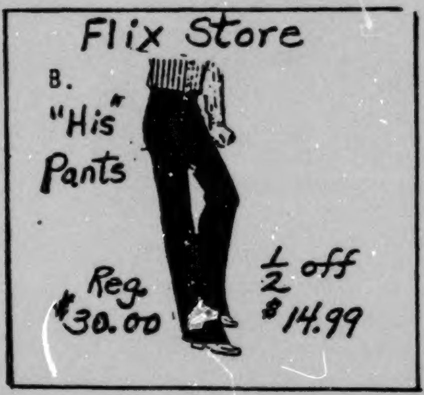
b. have package gift wrapped

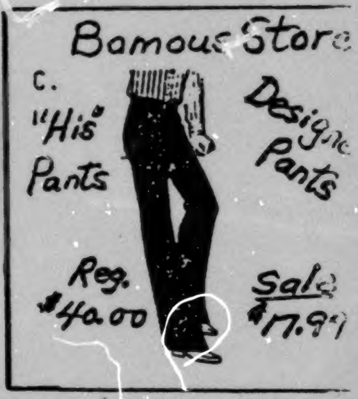
c. ask for a shopping bag

d. ask the the salesperson's name

9) Robert wants to buy a pair of pants. Each of the stores is advertising the same pair of pants. Where will he find the best buy?


Denny's Store
A.
"His" Pants
Reg. $25.00
Sale $16.99


Flix Store
B.
"His" Pants
Reg. $30.00
1/2 off $14.99


Bamous Store
C.
"His" Pants
Design Pants
Reg. $40.00
Sale $17.9

10) Judy has decided to shop for holiday gifts for her family and friends. What is the first step Judy should take as a wise shopper?

a. Ask for a receipt for the gifts she will buy

b. Compare prices for each gift

c. Make a list of the people she will buy gifts for

d. Go to the nearest store and buy the gifts

DIVERSIFIED OCCUPATIONS I

11) Judy wants to buy a clock for her grandmother. Which of the following should she do?

- a. Buy the first clock she sees because it is very pretty
- b. Compare prices of different clocks
- c. Rush to the store 15 minutes before it closes
- d. Buy the clock the salesperson says is the best one

12) Judy bought some things for school costing $27.44. How much should Judy receive in change if she gives the store clerk $30.00?

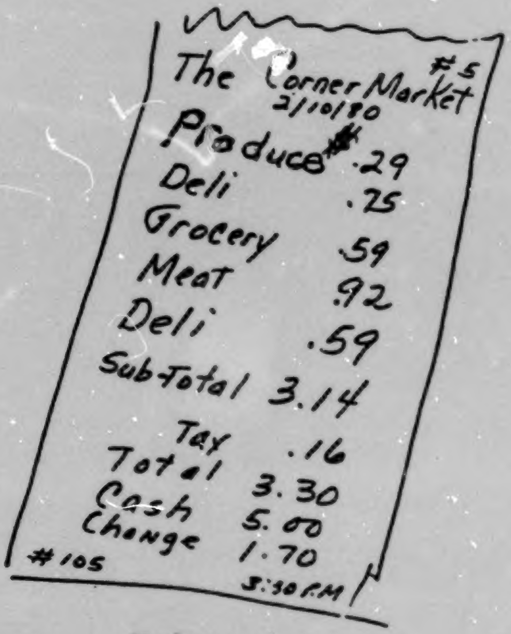
- a. $12.56
- b. $7.44
- c. $2.56
- d. $17.44

13) Arthur bought a bucket of fried chicken for his family's dinner. The chicken cost $7.83 with tax. What is the correct change Arthur should receive from the $10.00 give to the clerk?

- a. $12.17
- b. $3.83
- c. $3.27
- d. $2.17

14) Using the grocery store sales receipt shown, answer the question below: What was your total bill at the Corner Market?

- a. $5.00
- b. $1.70
- c. $3.00
- d. $3.14



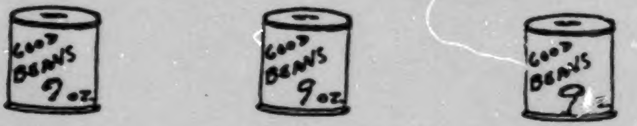
The Corner Market #5
2/10/80

Produce #	.29
Deli	.25
Grocery	.59
Meat	.92
Deli	.59
Sub-Total	3.14
Tax	.16
Total	3.30
Cash	5.00
Change	1.70

#105
5:30 P.M

15) Bobby's mother sent him to the store to buy some beans to make chili. When Bobby got to the store, he saw 3 kinds of beans. Which is the best buy?

a.


GOOD BEANS 9 oz
GOOD BEANS 9 oz
GOOD BEANS 9

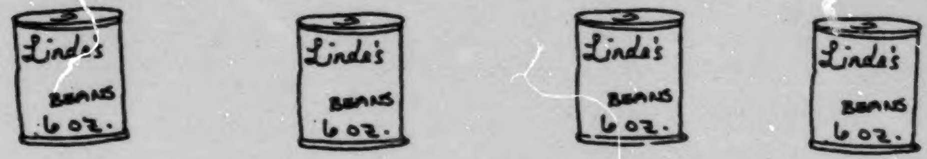
Good Beans - 3 9oz. Cans - $1.00

b.

BEST BEANS 10 oz
BEST BEANS 10 oz

Best Beans - 2 10oz. Cans - $1.00

c.


Linda's BEANS 6 oz.
Linda's BEANS 6 oz.
Linda's BEANS 6 oz.
Linda's BEANS 6 oz.

Linda's Beans - 4 6oz. Cans - $1.00

DIVERSIFIED OCCUPATIONS I

UNIT 22

Consumer Advertising

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME Consumer Advertising

2. LESSON NAME Advertising Creates Desire

3. LESSON TIME 7 days

4. TEACHER SET-UP Copies: vocabulary, packet, test

Grocery coupon poster, chart of logos, samples of appeals and methods

5. MATERIALS NEEDED newspapers, magazines, gluesticks, scissors,

construction paper, adv. supplements, coupons, crayons

6. PERFORMANCE OBJECTIVES

A) TSWBAT define terms related to advertising.

TSWBAT identify the purpose of advertising.

B) TSWBAT recognize that commercials are geared to a specific audience at different times of the day.
TSWBAT identify at least 4 different forms of advertising.

C) TSWBAT draw an advertisement.

TSWBAT recognize 3 appeal techniques used in advertising.
TSWBAT identify deceptive advertising practice.

7. EVALUATION

8. SPECIAL NOTES This unit involves a lot of class discussion and

participation. Some can be turned into homework if necessary.

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
1) Vocabulary	1) HANDOUT, give definitions(may want to give as you get to them in the unit!)
2) What is advertisement?	1) -Display newspaper and magazine ads in the classroom. Give students different sections of the newspapers or magazines that contain ads, for discussion purposes. -What is an advertisement or an ad? -After showing the students the different types of ads on display, have each student locate an ad in their section of the newspapers or magazines -Have the students discuss what the ad they have selected is trying to sell to the consumer -Ask: What is being advertised? What does the ad want you to do? What does the ad say about the product? -Have students cut out their selected advertisement and paste on construction paper. Either display or put into notebooks.
3) What Is This Ad Telling Me?	3) HANDOUT, complete and discuss -Either have them find and attach an ad to use to answer the questions or hold up one for the entire class to use
4) Let's look for ads	4) -Give out magazines and papers -Say, "Since we know what an ad is, let's see if we can find certain kinds of ads."
5) Let's Look For Ads	5) HANDOUT, explain, complete, and discuss -divide class into groups so that the lowest-level reader can be paired with a more advanced reader. Each group will be responsible for locating at least 5 ads in a certain category and writing on their worksheet the name of the product being advertised and what the product is used for. -products used by males -products used by females -products for animals -products for the home -products for cars -products for the baby -products for teens -ask the students who would use the specific products. Have them indicate their response in the third column.

CONTENT OUTLINE	PROCEDURES
6) Commercials, commercials	6) -(This can be a homework assignment or done in class if a TV is available) Turn the TV to a favorite program -Allow the students to watch the show. The teacher is to write the commercials and product advertised. DO NOT tell the students you are recording the commercials. -When the program ends, turn the TV off and discuss the show. -What was the show about? -How many parts was this program divided into? (Usually two parts) -What happened between parts? (commercials) -Does anyone remember what the commercials were about? -Record on the chalkboard student responses and include the actual commercials shown. -Does your family use any of these products? -How many of you have used any of these products? -What kinds of commercials are your favorites? -"We have talked about this word commercial." ask: -What are commercials? -What are they used for? -Do you think they have an effect on people? How? -Write the word advertisement on the board and review the definition.
7) Who Said...	7) HANDOUT, complete and discuss -after the class has identified products on the worksheet, discuss the answers, and ask the following questions -which of these products have you bought? -can you remember a commercial that you enjoyed hearing? Let the students share their favorite commercials with the class.

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
8) More about commercials	8) -Review the vocabulary word commercial. -Ask: -Who remembers what goods were advertised when we watched/listenedd to TV or radio show the other day? (list the goods that the students remember) -Who would be interested in buying these products?--you? me? your mother? who?--why do you think they would buy these goods? -Tell the students that commercials are shown at different times of the day for different products, to appeal to the persons that may be listening or watching -Ask students to name the commercials they see or hear after school and on Saturday mornings -explain that the lesson will be a homework assignment, and that each student will receive a letter to take home to the parent to explain how they can assist in the assignment. -Tell the students that the assignment is to watch TV or listen to the radio during specific time period, if possible. Student can determine what station to turn to. Suggested time periods: 4:30-5:30 pm and 8:00-9:00 pm.
9) More About Commercials Worksht	9) HANDOUT, complete and discuss -Each student is to record on the activity sheet the station, time and goods/product advertised -When students return their homework assignment, discuss which products/goods were advertised, at the specific times. -Write on the chalkboard the station, time, product/good that the students have recorded -Ask: Are there different products advertised on Saturday morning? Why? After school? etc. -Tell the students to record in the last column next to each item listed, the person who would probably buy the product.

CONTENT OUTLINE	PROCEDURES
10) What is a coupon?	10) -Tell the students that stores advertise special savings, so that you, the consumer will shop in their store. One way that the consumer can save on an item is by using coupons. -"What is a coupon?"--"A coupon is a piece of paper used by the consumer to save money on the original cost of a product." (Example: a candy bar costs 35¢, but you have a coupon for 10¢ off. This means you only spend 25¢ for the candy bar.) "A coupon is a form of advertising." -Explain that there are many kinds of coupons; but our lesson will discuss coupons used for grocery shopping. -Display the poster of different coupons. Explain the stores they are from. On every coupon is the store name and the word "coupon"--unless it can be used at any participating grocer. -Who would like to come up to the poster and show me the coupon for______ and tell me what it says? -Ask the students "Do you think you could use the ________coupon in the ______store? The _______coupon in the _______store? Why not?" -Explain that you can only use specific coupons in the store that advertises the coupon or for the product that is advertised.
11) Coupon Math	11) HANDOUT, explain, complete and discuss
12) Advertising gone logl?	12) -Display the chart of different logos such as McDonald's golden arches. -Ask the class if they know what they are. -Write the word logo on the chalkboard. See if the students can pronounce it. Write the definition on the board. -After the students understand the definition of logos, explain how logos are used in advertising--to attract attention. Go back to the chart and indicate on the chalkboard the product for each logo selected.

CONTENT OUTLINE	PROCEDURES
	-Tell students that logos are used to advertise products and services. -Give students copies of magazines or newspapers. Have the students make mini-charts by locating a minimum of five logos. Use these on display or put into notebook. -To reinforce comprehension and vocab. skills, have students exchange charts to identify products or services.
13) Logo and Product or Service	13) HANDOUT, explain, complete and discuss
14) Logo Search	14) HANDOUT, explain, complete and discuss -Suggested list: -department stores -fast-food restaurants -dog foods -different cars -beverages
15) Where are the ads	15) -ask students to name the different forms of advertising. To their response include the following: Magazine ads, newspaper ads, door to door flyers, mailed advertising, billboards, store windows, balloons, t-shirts, bumper stickers, coupons, TV and radio Commerc. -Discuss the impact these advertisements have on people. Which type would most likely persuade you to buy? Which form of advertisement is most eyecatching?
16) Ad Starters	16) HANDOUT, explain, complete and share -Have students look at the various types of ads listed on the chalkboard and select a form to create their own ad. -Either display their ads or place in notebook(depending on style/form used!)
17) Designing advertisements/ products	17) -Explain to students that advertisers design packages to catch the consumer's attention. Display different pkgs -Most products will have certain informationo on the pkg to tell something about the product. That

CONTENT OUTLINE	PROCEDURES
	information may be any of the following: -name of the product -catchy phrase -picture -size -rhyme -one of the appeal techniques -emotional words -contents -Let's look at our products and see if we can find any of this information. List advertising info on the chalkboard
18) Packaging	18) HANDOUT, explain, complete and share -Let's see if we can design an ad. Give students the activity sheet and instruct them to use at least four of the components listed on the chalkboard. -Using old pkgs of products, let student cover the pkg and create new products. -compare pkgs made by students to see if there is information on the box that may be misleading
19) Appeal Techniques--Testimonial	19) -Tell the students that merchants use appeal techniques to sell you things. An appeal technique is a way of making consumers change their minds about products, or to influence a person to do something. -Demonstrate or have students role-play different kinds of appeal techniques as they understand the words. -Explain that one appeal technique used is to have famous persons say that they use a product or service. Have the students tell about products or services that they are familiar with that a famous person has advertised. -Explain that this technique is called the testimonial appeal. Wriet the definition on the chalkboard and student should write it down. -Display a picture from a newspaper or magazine of an ad using the testimonial appeal.

CONTENT OUTLINE	PROCEDURES
20) Testimonial Appeal	20) HANDOUT, explain, complete and share -distribute newspapers and/or magazines. Have students find pictures that use the testimonial appeal technique and cut them out and paste them to this worksheet.
21) Appeal Techniques--Bandwagon	21) -Review the meaning of appeal techniques. Tell the students that we will learn about another type of appeal technique used by advertisers or merchants -Tell the class that if all the students in the school were buying a particular new brand of potato chips, would that make them want to try that particular brand? Why? Why not? -Explain, when you are led to believe that everyone is doing something and you should, too, this is called the bandwagon appeal. Write the meaning on the chalkboard. -Discuss other times that we hear the bandwagon appeal. Explain that this method of persuasion means "to join the crowd." -Let the class tell about situations, where they have bought an item, because everyone else had it. Examples: designer jeans, hair styles, etc.
22) Bandwagon	22) HANDOUT, explain, complete and share -Distribute newspapers and/or magazines and have the students find pictures that fit the Bandwagon technique and cut out and paste to the handout.
23) Appeal Techniques--Sex Appeal	23) -Tell the students that we see ads for products that are supposed to change the way we look. Ask "Can you give examples of these products?" Then ask, "Why would we want to use something to make us look better?" Let the class discuss this. -Write the definition of the technique sex appeal on the chalkboard. Explain that this technique is used by merchants to appeal to the vanity in people. (vanity is how we think we want to look)

CONTENT OUTLINE	PROCEDURES
	-Have students name products that use the sex appeal technique. Ask: How many of you believe that the products being sold are really going to make you more beautiful? Do you think this is a good way to advertise? Why? Why not?
24) Sex Appeal	24) HANDOUT, explain, complete and share -distribute newspapers and/or magazines and have students find pictures that fit the sex appeal technique and cut and paste onto the handout
25) Advertising is appealing	25) -Review the different appeal techniques. -Explain that in the different appeal techniques, advertisers use different methods to make the consumer buy the product. In ads words are sometimes used to make you feel strongly about the product--these words are called emotional words. -Write the definiton for emotional words on the chalkboard. -Using newspapers and magazines, divide students into three groups and have them find the following: -Group A: Testimonial Appeal -Group B: Bandwagon Appeal -Group C: Sex Appeal -Say "We have grouped different ads from newspapers and magazines according to the three appeal techniques. Let's see which appeal method has been used--repetition, catchy slogan or emotional words."
26) Repetition	26) HANDOUT, explain, complete and share -Have them locate ads in the magazines or newspapers to paste on their sheets.
27) Catchy Slogans	27) HANDOUT, explain, complete and share -See number 26
28) Emotional Words	28) HANDOUT, explain, complete and share -See number 26

CONTENT OUTLINE	PROCEDURES
29) Words that persuade	29) -Tell the students that in all the appeal techniques, we have discussed, we see the way that words have been used to persuade you to buy things. The words are used to attract our attention. -Ask the students to name some ads that caught their attention by the way they were written or said. -Examples: Pepsi-Cola hits the spot 7-up the Un-cola These are called slogans. Write the definition on the chalkboard. -Let the studnets name slogans that they have heard. -How many of you have heard the commercial, "I'm a Pepper, You're a Pepper, Wouldn't you like to be a Pepper too. Drink Dr. Pepper, Drink Dr. Pepper." -How many times do we hear pepper? This is called the repetition appeal. This is called repetition, because the word, Pepper, is repeated over and over again. -Why is this appeal effective? Can you name some commercials on television or radio that use this appeal? -Have students make-up slogans for products.
30) Deceptive Advertising	30) -Explain to the class that in all the different advertising techniques, the main purpose is to get you to do something (buy the product). -Explain that we have to assume the advertising is true. If a product says it will do something, we expect it to do that. Ask if there are times when products do not live up to their expectations? Encourage students to tell about products that they were disappointed with. -If an ad read: "Ellie's exercise belt will make you lose 100 pounds in just 3 days." Ask if they think this is true? Why not? -This type of ad is called deceptive advertising. Write the definition on the chalkboard. Why is it deceptive? (Deceptive ads are illegal because they are not true advertising.)

CONTENT OUTLINE	PROCEDURES
	-Ask the class if they can think of other deceptive advertising. -Another form of deceptive advertising is puffing. Write the word and its definition on the chalkboard. -Explain that this practice is more common because it really "stretches the truth some." An example of puffing is: Crunchy-Crunchy Corn Chips are the best tasting chips in the world! -Tell the class that some deceptive advertising practices are illegal, but puffing is not. It is basically exaggerated advertising. -If you see a sign that says, "The Best Hamburger in Seattle," is this an example of puffing or deceptive advertisement? (This is puffing) It is not deceptive because they very well may be the best, but it is unlikely. Sellers use this technique to catch your attention and try to make sure you use their goods. It is not illegal.
31) Bait and Switch	31) -Explain to the class that deceptive advertising is against the law, because it is untrue advertising. -Tell the students the following example John saw an ad that said he could buy a brand new bike for $45. When he got to the store the salesperson said that the $45 bike wasn't very safe. He showed him a $95 bike and suggested that he would like that one better. John bought the $95 bike. -Ask - What should John have done? Why? Why not? Explain that this practice is called Bait and Switch. Write the definition on the chalkboard. -Explain that Bait and Switch is against the law. The consumer should demand to see the product advertised, and then make a decision regarding purchasing it. -Look through newspaper ads and see if the class can find examples of possible Bait and Switch ads.
32) Test	32) HANDOUT, complete and turn in

DIVERSIFIED OCCUPATIONS I

UNIT #22

VOCABULARY

1) AD

2) ADDITION

3) ADVERTISEMENT

4) APPEAL TECHNIQUE

5) BAIT AND SWITCH

6) BANDWAGON APPEAL

7) COMMERCIAL

8) COMPARE

9) CONSUMER

10) COUPON

11) DECEPTIVE

12) EMOTIONAL WORDS

13) DIVISION

14) GOODS

15) IMPULSE

DIVERSIFIED OCCUPATIONS I

16) JINGLE

17) LOGO

18) MENU

19) MULTIPLICATION

20) PRICE

21) PUFFING

22) RECEIPT

23) REPETITION APPEAL

24) SALES TAX

25) SERVICES

26) SEX APPEAL

27) SLOGAN

28) SHOP

29) SUBTRACTION

30) TESTIMONIAL APPEAL

31) UNIT MEASURE

32) UNIT PRICE

33) WISE

DIVERSIFIED OCCUPATIONS I

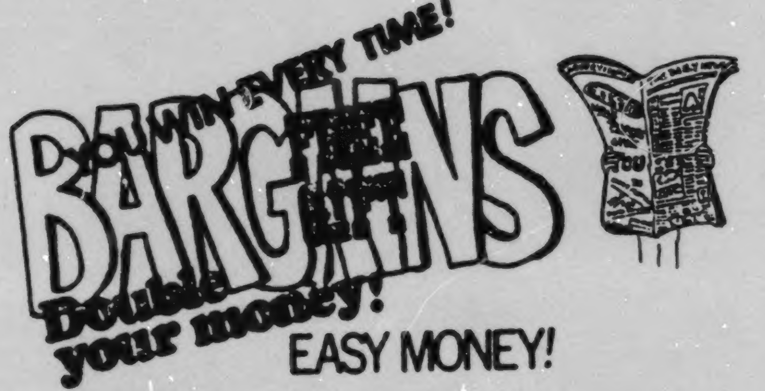
WHAT IS THIS AD TELLING ME?

1) What is being advertised?

2) What does the ad say about the product?

3) What do the pictures on the ad lead you to believe?

4) Is this a "believable" ad? Why or why not?


YOU WIN EVERY TIME!
BARGAINS
FREE
Double your money!
EASY MONEY!

DIVERSIFIED OCCUPATIONS I

LET'S LOOK FOR ADS

NAME OF PRODUCT ADVERTISED	WHAT IS PRODUCT USED FOR?	WHO USES THIS PRODUCT?

DIVERSIFIED OCCUPATIONS I

WHO SAID...

1) With ________________________ you never looked so good.
2) You ask for it, you got it, ________________________.
3) Silly Rabbit, ________________ are for kids.
4) Nervous is why you need ______________ and ____________.
5) Oh, I wish I were an ________________ __________ weiner.
6) I'm a ____________, you're a ______________, wouldn't you like to be a __________ too. Drink __________ _________.
7) Join the _________________ generation.
8) Please, don't squeeze the ________________.
9) It's strong enough for a ___________________ but made for a ___________________.
10) ____________-______-_____________ the San Francisco treat.
11) I'm stuck on ____________________ cause _________________ stuck on me.
12) _________________ is it!

DIVERSIFIED OCCUPATIONS I

MORE ABOUT COMMERCIALS

Directions:

1) Watch or listen to any TV or radio show for two one-hour periods. Put the name of the station in column one.
2) In column 2, Time, record the time you are watching/listening.
3) Write the names of the products/goods advertised on the commercials during this period in column 3, Goods/Products Advertised.
4) DO NOT FILL IN Column 4, Who Buys. The teacher will explain what to do in that column.

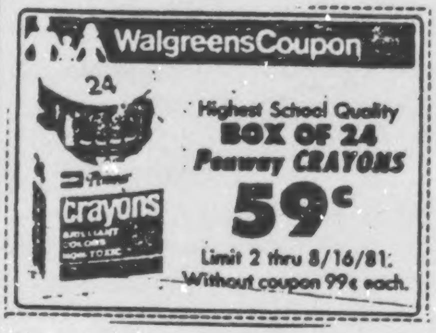
Station	Time	Goods/Products Advertised	Who Buys?

DIVERSIFIED OCCUPATIONS I

COUPON MATH

For each coupon, what is the original price of the product? What is the coupon price? What is the difference or saving?

①



WalgreensCoupon

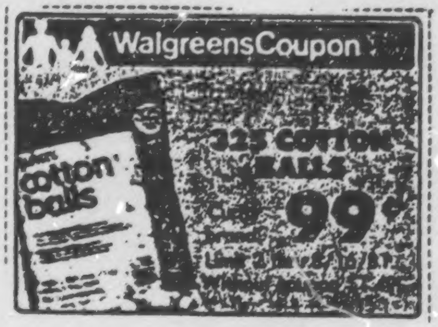
Highest School Quality
BOX OF 24
Peeway CRAYONS
59¢
Limit 2 thru 8/16/81.
Without coupon 99¢ each.

a. original price ____

b. Coupon price ____

c. Savings ____

②



WalgreensCoupon

325 COTTON BALLS
99¢
[illegible]

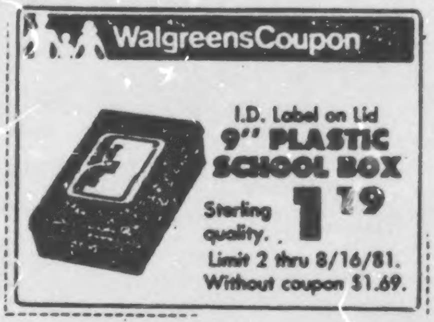
cotton balls

a. original price ____

b. Coupon price ____

c. Savings ____

③



WalgreensCoupon

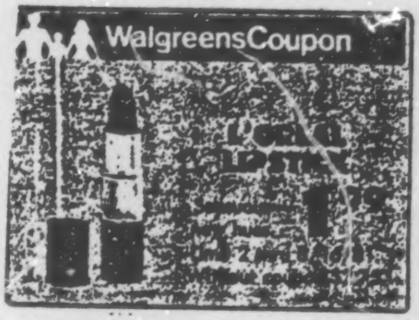
I.D. Label on Lid
9" PLASTIC SCHOOL BOX
Sterling quality.
1.19
Limit 2 thru 8/16/81.
Without coupon $1.69.

a. original price ____

b. Coupon price ____

c. Savings ____

④



WalgreensCoupon

[illegible]

a. original price ____

b. Coupon price ____

c. Savings ____

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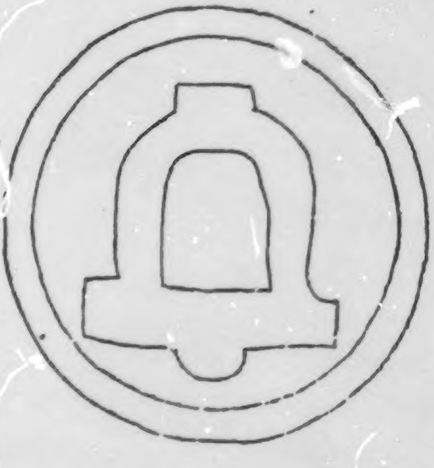
DIVERSIFIED OCCUPATIONS I

LOGO AND PRODUCT OR SERVICE

Directions:

1) Write "Yes" if the symbol below is a logo - used in advertising.
2) Write the product/or service associated with the logo.

		Yes/No	Product or Service
1.	$	______________	____________________________
2.	Libby's®	______________	____________________________
3.	Sears	______________	____________________________
4.		______________	____________________________

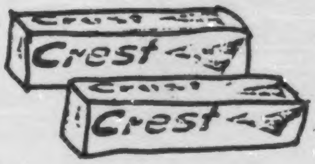
DIVERSIFIED OCCUPATIONS I

LOGO SEARCH

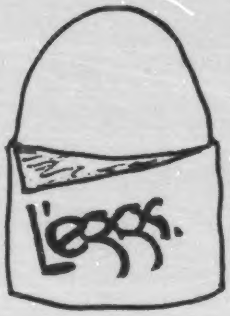
Directions:

1) Using magazines or newspapers, locate logos for the products, services or stores listed. (Teacher should write list on chalkboard.)
2) After finding the logo, tell what kind of product, service or store is being advertised.

Examples:



toothpaste

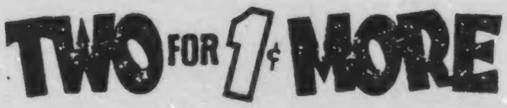


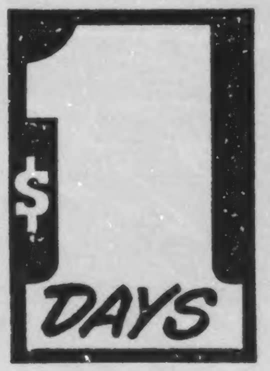
stockings

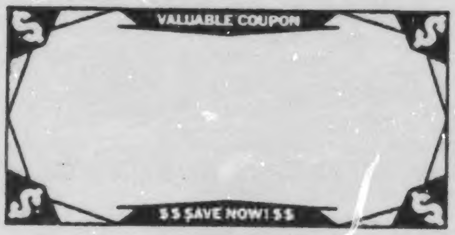
DIVERSIFIED OCCUPATIONS I

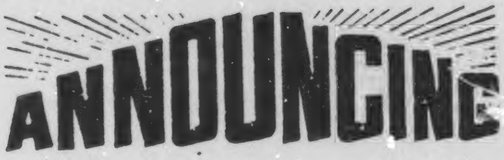
AD STARTERS

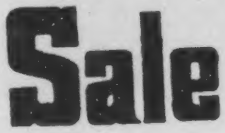
Directions:
You may use one or more of the following "ad-starters" to create your own personal ad.


TWO FOR 1¢ MORE




VALUABLE COUPON
$$ SAVE NOW! $$


ANNOUNCING



DIVERSIFIED OCCUPATIONS I

PACKAGING

Directions:

Draw a package that would appeal to the consumer for the products below.

GOOEY CANDIES	FLINTSTONES VITAMINS
TOO GOOD BUBBLE GUM	CRUNCHY CEREAL

DIVERSIFIED OCCUPATIONS I

TESTIMONIAL APPEAL

DIVERSIFIED OCCUPATIONS I

BANDWAGON

DIVERSIFIED OCCUPATIONS I

SEX APPEAL

DIVERSIFIED OCCUPATIONS I

REPETITION

DIVERSIFIED OCCUPATIONS I

CATCHY SLOGAN

DIVERSIFIED OCCUPATIONS I

EMOTIONAL WORDS

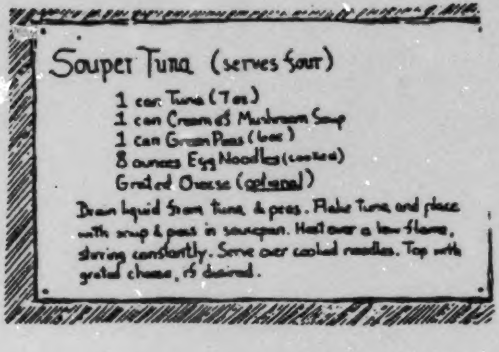
DIVERSIFIED OCCUPATIONS I

UNIT #22

TEST

1) Write YES or NO.
   - a. _____A billboard is a form of advertising.
   - b. _____A TV commercial is a form of advertising.
   - c. _____A bumper sticker is a form of advertising.
   - d. _____A coupon is a form of advertising.

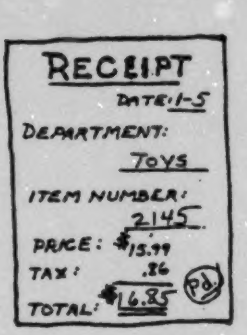
2) Put an X on the picture of an advertisement.



Souper Tuna (serves four)

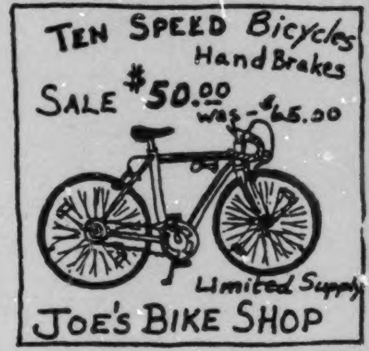
1 can Tuna (7oz)
1 can Cream of Mushroom Soup
1 can Green Peas (10oz)
8 ounces Egg Noodles (cooked)
Grated Cheese (optional)

Drain liquid from tuna & peas. Flake Tuna and place with soup & peas in saucepan. Heat over a low flame, stirring constantly. Serve over cooked noodles. Top with grated cheese, if desired.



RECEIPT

DATE: 1-5
DEPARTMENT: TOYS
ITEM NUMBER: 2145
PRICE: $15.99
TAX: .86
TOTAL: $16.85
Pd.



3) Put an X on the meaning of Advertisement.
   - a. _____A way for merchants to know how to set prices.
   - b. _____A way for merchants (sellers) to show or tell consumers about the goods or services.
   - c. _____A way for merchants (sellers) and consumers to remember ask for a receipt and count their change.
   - d. _____All of the above

4) Put an X by the best answer that tells the purpose of Advertising.
   - a. _____to persuade consumers to buy or use something
   - b. _____to get you to go to school
   - c. _____to have you remember your receipt
   - d. _____none of the above

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DIVERSIFIED OCCUPATIONS I

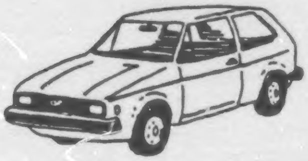
5) "All of your friends are eating Crunch-Crunch Corn Chips, why don't you?" is the ___________technique.

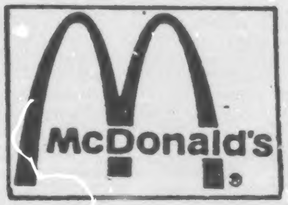
a. Sex appeal
b. Testimonial
c. Bandwagon appeal

6) "If you use Don's Cold Cream's ten-day beauty plan, you will become a beautiful woman and be able to marry the man of your choice," is the ___________technique."

a. Sex appeal
b. Testimonial appeal
c. Bandwagon appeal

7) Put an X on the logo.





1980

8) "Sonny Superstar" says he rides only on Honda Motorcycles. This is the _________technique.

a. Sex appeal
b. Testimonial appeal
c. Bandwagon appeal

9) Simon was looking at the different advertisements in the Sunday paper. He saw this ad:

EDWARD'S CLOTHES SHOP

Best Clothes Ever! The World's Most Beautiful Jeans Sold Here!

Is this advertisement called Bait and Switch? YES or NO

DIVERSIFIED OCCUPATIONS I

UNIT 23

The American Free Enterprise System

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME The American Free Enterprise System

2. LESSON NAME The American Economic System...and your part in it.

3. LESSON TIME 7 days

4. TEACHER SET-UP Copies: vocabulary, booklet, test, activities

5. MATERIALS NEEDED

6. PERFORMANCE OBJECTIVES

   A) TSWBAT define words related to the American Economic system.

   B) TSWBAT explain the concept of our economic system.

   C)

7. EVALUATION

8. SPECIAL NOTES **Source: "The American Economic System...and your part in it." by the Advertising Council and the U.S. Department of Commerce--1975 statistics(updates will be needed!)

   Depending on the reading level of the students, it may be best for the teacher to read the booklet--using discussions to get students involved in the reading.

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
1) Vocabulary	1) HANDOUT, give definitions -it may be best to give them as you get to them in the readings
2) How It All Started	2) HANDOUT, read and discuss (see Special Notes on Lesson Plan)
3) What Is An Economic System?	3) HANDOUT, read and discuss
4) What Makes Our Economy Work?	4) HANDOUT, read and discuss
5) Resources Worksheet	5) HANDOUT, explain the activity and complet -may want to do as a class--or on own and then share and compare
6) How Does Our Economy Fit Together?	6) HANDOUT, read and discuss
7) What Does Our Economy Provide?	7) HANDOUT, read and discuss
8) Pizza Signals	8) HANDOUT, explain the activity after reading, complete and discuss -see directions for 5
9) Economic Choices	9) HANDOUT, read and discuss
10) The Concept of Scarcity and Opportunity Cost	10) HANDOUT, explain the activity and complet -this is more fun if you split the class into groups of four (mom, dad, brother, sister) and have them play the roles as they make their decisions--more accurate than 4 teenagers deciding! May want to ask them if they agree and why or why not
11) The Real Cost	11) HANDOUT, read, explain and complete -could do as a whole class acting as the city council--good arguments!
12) Test	12) HANDOUT, complete and turn in

DIVERSIFIED OCCUPATIONS I

UNIT #23

VOCABULARY

1) CAPITALISM

2) SOCIALISM

3) DEMOCRACY

4) COMMUNISM

5) CONSUMERS

6) PRODUCERS

7) GOVERNMENTS

8) SINGLE OWNERSHIP, OR PROPRIETORSHIP

9) PARTNERSHIP

10) CORPORATION

11) INVESTORS

12) MANAGERS

13) REGULATION

14) NATURAL RESOURCES

15) CAPITAL GOODS AND NEEDS

16) COMPETITION

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17) ORGANIZATION

18) GOVERNMENT REGULATION

19) WORKING ENVIRONMENT

20) FISCAL POLICIES

21) MONETARY POLICY

22) INFLATION

23) EMPLOYMENT

24) GROSS NATIONAL PRODUCT, OR GNP

25) PERSONAL INCOME

26) BUSINESS INCOME

27) PROFIT

28) OPPORTUNITY COST

DIVERSIFIED OCCUPATIONS I

The American Economic System... and your part in it.

AMERICAN ECONOMIC
YOUR PART IN IT

DIVERSIFIED OCCUPATIONS I

Foreword

This booklet was prepared following a nationwide survey involving Americans from all walks of life.

The survey revealed a basic faith in our economic system. It also revealed that most of those interviewed had difficulty in describing how our American economic system works and how they were involved in it.

This booklet has been prepared to provide a quick and simple description of the American economic system. It can serve as one step in a journey to better economic understanding—a journey which should be a continuing one for all of us.

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DIVERSIFIED OCCUPATIONS I

HOW IT ALL STARTED

The United States in its 200 years of existence has grown to be the economic wonder of the world, bringing forth a richness from its farms and factories unprecedented in all history. During this period, we have also enjoyed a unique form of democratic government that has been an inspiration to freedom-seeking peoples throughout the world. As we now celebrate the Bicentennial Anniversary of our independence, we should be aware of the very important connection between our economic progress and the vitality of our democratic form of government.

This booklet presents some of the economic principles upon which America's prosperity has been built, and upon which we can continue to progress during the years ahead.

Because we have a democratic government, our country goes where we—all of us together—decide we want to take it. Only if the choices we make are based upon an adequate understanding of our economic system, can these choices be made wisely. And informed decisions are essential if we are to be successful in meeting our future economic and social challenges at home and abroad.

THERE ARE A LOT OF THINGS I DON'T UNDERSTAND..

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In the simpler days of our country's past, when most Americans lived on farms, much trade was by barter, with exchange of crops, such as corn or tobacco, for cloth or nails or sugar. Now we shop in a variety of stores—some offering more than 7,000 items—and we pay with cash, checks, or charge it. This reflects some of the enormous changes that have occurred in our economy.

Today we live in a time of rapid, challenging and sometimes bewildering changes. To deal with these changes—in jobs, in relations between people, in communications, in technology, in commerce—requires much more knowledge than was needed in the simpler society we once had. Most of these changes involve economics.

Economics may be puzzling to many of us, yet we probably understand it far better than we realize. It is what we put into practice every day when we exchange our work for our wages and again when we exchange our wages for the various things we buy. When we borrow money or buy a car, we are making economic decisions that are just as important in their own way as economic decisions made by businesses and governments. When we vote on bond issues and for political candidates we are actually helping to shape the economic decisions of government.

So although the subject of "economics" may sound a little complicated, it is really an everyday part of our lives. All the parts fit together, from a purchase at a neighborhood store to the sale of shares of stock by a corporation or an order from a foreign country for new jet aircraft.

Yet, our economic lives are always changing, and we are continually faced with new situations. More than ever before, we now have to deal seriously with the problem of limited resources. Where we once thought in terms of unlimited resources, we are now increasingly aware that our own supplies of many vital resources—such as oil— are inadequate to meet our present needs, let alone those of future generations. This means we have a whole set of new decisions to make, and we should learn more about them.

In the pages that follow we will discuss how economics is involved in our daily lives, and we will see how basic economic concepts affect decisions made by consumers, producers and governments. It is these important decisions which will help determine how well our economy meets our needs, now and in the future.

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QUESTION NUMBER ONE...

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WHAT IS AN ECONOMIC SYSTEM?

An economic system is the mechanism by which labor, resources and skills are brought together to produce and distribute the enormous variety of things people need and want.

These things include *goods*—food, clothing, cars, factories, and the like—and *services* such as transportation, education, health care and public safety.

Three Basic Questions

Since there are limits to what can be produced, basic choices must be made:

What goods and services will be produced?

How will they be produced—that is, who will produce them and what resources will be used?

Who will use these goods and services?

Comparing Economic and Political Systems

Different countries have developed different ways of answering these questions. Knowledge of economic systems in other parts of the world can help us understand our own American economic system better.

Although economic and political systems in each country are related in important ways, we should be careful not to confuse the economic with the political aspects of different nations.

Capitalism refers to a market economy with resources owned primarily by private individuals and groups.

Socialism refers to an economy which depends heavily on the government to plan and make economic decisions and to own and control important economic resources.

Democracy is a political system based on individual freedoms.

Communism describes a socialist economy ruled by a single political party.

In some nations, including our own, individuals are free to choose their personal goals, and to decide how their work and resources will be used. In other nations, only a small group of leaders have this power.

We have what is called a "market economy." It involves economic decision-making by three groups—consumers, producers, and governments. Their decisions are guided primarily by the interplay of buyers and sellers in the marketplace.

Market economies can be democratic, as in the United States, or somewhat more authoritarian, as in Spain. The same is true of socialist economies. In the case of Sweden, democratic political processes guide a socialist oriented economy; in the Soviet Union, a socialist economy is ruled by a single group, the Communist Party.

In today's world, most major industrial

nations are market economies, while socialism is common among developing nations. To understand and appreciate our American economic system, we need to keep in mind the differences between economic and political systems around the world, the results they achieve, and the individual freedoms they allow.

Decision-making in Our Economic System

Two hundred years ago, our government exercised little control in business matters, and individuals made almost all the economic decisions. Even in those early years, though, there was an active national debate concerned with the extent of government involvement in economic life.

Today, things have become much more complicated. Yet Americans still exercise many freedoms of economic choice. We now have what may also be called a "mixed" economy in which three groups play major decision-making roles:

Consumers who look for the best value in return for what they spend.

Producers who seek the best income for what they offer.

Governments—federal, state and local, which seek to promote the safety and welfare of the public, and to provide services in the public interest.

You may think of yourself only as a consumer. But most people are a part of all three groups: as consumers, as producers, and as voters helping to influence decisions made by governments.

Many of our economic issues today are concerned with the ways these three groups are involved in making decisions. In the next section, we will explore in more detail the roles of consumers, producers, and governments. And we will see how you are involved in each of these roles.

WHAT MAKES OUR ECONOMY WORK?

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While members of all three groups—consumers, producers, and governments—make decisions in our economic system, the *key* role that really makes everything work is played by you, in your role as a consumer.

Let's look at this role as it was, and as it is today.

Consumers

In 1776, consumers took care of many of their own needs for the basics—food, shelter, and clothing. Economic matters were simple, although work was hard and hours were long. Rather than worrying about income and prices, people more often thought in terms of how long it would take to weave some cloth, or harvest a crop.

Most important, one could see very clearly the relationship between what was produced and what was consumed. This relationship changed as the economic system became more complex, and making wise choices now has become more difficult. But one thing has not changed—ours is still a "consumer economy."

Today, almost two-thirds of our nation's total economic output consists of goods and services bought by individuals and households for personal use. The remaining one-third is bought by businesses and governments. So you can

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clearly see the importance of all of us as consumers in today's economy.

Every day, we make decisions to buy or not to buy, and these decisions directly affect our economy. Our willingness and ability to spend our money for certain goods and services is called the *demand* for these things.

This demand is influenced by the prices and quality of goods and services. If the price of something rises, we often decide to buy less of it, or to buy something else. If the price goes down, we may buy more of it.

When our incomes change, our demands are also affected. We buy less or shift to cheaper items when our incomes go down. We tend to choose more expensive items or simply buy more when our incomes go up.

Our demand for goods and services affects the efficiency of producers. Most of us look for good values when we buy, and we are increasingly concerned with product safety and reliability. We try to select goods and services which will serve us best and have the highest quality for the price. This rewards efficient producers, who keep quality up and prices down, and penalizes inefficient ones. To succeed, producers must continue to offer goods and services that consumers want.

Producers

As we have noted, individual self-sufficiency was a characteristic of our economy in 1776. People produced goods primarily for their own survival or for barter, but this changed as the economy became more complex and production became more specialized. Today, we rely on others to produce what we need, and we pay for those needs with our wages and other income.

While the output of producers has changed dramatically since those early days, the function of producers has not.

I'M GOING FROM HOUSE TO HOUSE, AND I'M GOING TO SHOVEL EVERY SIDEWALK AND DRIVEWAY THAT I CAN FIND!

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Producers are those who work by themselves or in groups to provide goods and services. They have made economic decisions based on what they believe the demand will be for their products or services—and they expect to earn an income from what they do.

Who are these producers in the American economic system? You may think only in terms of large businesses, but, in all probability, you are a producer yourself.

Workers are producers. They apply their basic skills and energies to change resources into goods and services.

What this labor force produces keeps changing with our economy. In 1776 most American workers were farmers. A century later, as the country became more industrialized, only one-half of the labor force worked on farms. Today that figure is down to four percent. There have been so many advances in farming machinery, seeds, and fertilizers that far fewer farm workers are now required to supply a much larger consumer demand.

Other important changes have occurred in more recent times. Our demand for services—for such things as education, medical care, entertainment, and transportation—has outpaced our more traditional consumption of goods. Today, producers of services far outnumber producers of goods in our economy.

How does the work force look today? The total civilian labor force for 1975 was about 93 million persons, of whom approximately 85 million had jobs. Of these, over three million were agricultural workers, and almost 6 million were self-employed. This leaves 76 million Americans who were working on an hourly or salary basis in business and in government. Unfortunately, during 1975 unemployment averaged almost eight million. Although the American economy has provided many millions of jobs for a growing labor force, reduction of unemployment remains a critical challenge. This important subject will be discussed later.

Many American workers belong to labor unions. When the United States was just a few years old, workers began to join together to bargain with employers for better wages and working conditions. These were our first labor unions, on a very small scale, to be sure.

The American labor union movement

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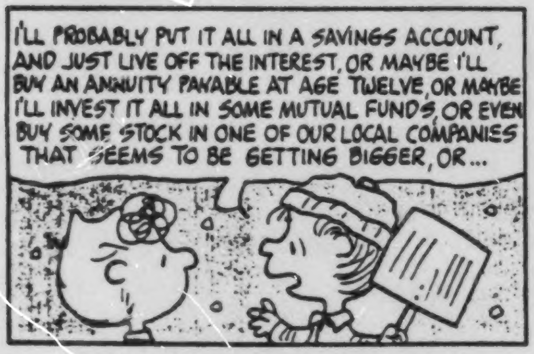
became an important force in our economic system after the Civil War. The Knights of Labor had 700,000 members in the 1880's. In 1886, the American Federation of Labor (A.F. of L.) was formed, and later came the Congress of Industrial Organizations (C.I.O.). In 1955, the A.F. of L. and C.I.O. joined forces and became what is now our nation's largest labor organization. Today, about one-fifth of all workers belong to labor unions.

Managers are producers. They "produce" when they coordinate, plan, and organize the actual production of goods and services. About one-third of all wage and salaried employees are managers, supervisors, or administrators.

Investors are producers. They supply the money, or financial capital, needed to buy and use facilities, equipment, and raw materials.

You may well be helping to supply financial capital without realizing it. If you have a savings account, own shares of stocks, own life insurance, or are in a pension fund, you are helping to generate funds for investment purposes.

Banks, savings and loan associations, and the stock markets help put the savings of people to work. By financing home and business investments and the creation of new jobs, they play a vital role in our economic system.


I'LL PROBABLY PUT IT ALL IN A SAVINGS ACCOUNT, AND JUST LIVE OFF THE INTEREST, OR MAYBE I'LL BUY AN ANNUITY PAYABLE AT AGE TWELVE, OR MAYBE I'LL INVEST IT ALL IN SOME MUTUAL FUNDS, OR EVEN BUY SOME STOCK IN ONE OF OUR LOCAL COMPANIES THAT SEEMS TO BE GETTING BIGGER, OR...

People who start businesses are producers. These people who start new enterprises or businesses are called "entrepreneurs." Their vision and originality have always played a key part in the growth of our economy by providing new goods, services, and jobs. Some of America's famous inventors have been entrepreneurs.

Investors and entrepreneurs take on the risks of financing and owning on-going businesses and starting new ones. They do this for the chance to earn a return on their investments. The amount they actually earn can vary widely, depending upon such things as consumer demand, business costs, and government policies.

The roles of all these producers—workers, managers, investors, and entrepreneurs—are all combined in businesses, the "producing units" in the private or non-government sector of our economy.

The three basic categories of business are:

Single ownership, or proprietorship. One person owns the business and takes responsibility for all operations and risks.

Partnership. Two or more people share the responsibility and the risks of ownership.

Corporation. The business is owned by all the people who buy shares of stock in it. Owners (stockholders) vote for a board of directors, who appoint managers to run the company. The corporation itself is responsible for the firm's debts or other legal obligations. What the investors risk is their investment. The goal of investors in regular corporations is a share of the income earned. Cooperative corporations are owned and controlled by their members, and are operated for the benefit of their members to market products or obtain goods and services.

So although you may never have thought of yourself as a producer in our economy, you may well be one in ways you did not realize.

Governments

We have seen that consumers and producers make decisions in the American economic system. Now let's see how government gets into the decision-making process.

Almost 200 years ago, the Preamble to our Constitution set forth certain goals that were essential to creating and maintaining a climate in which people could work, invest, and prosper:

"We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America."—***September 17, 1787.***

Government Activities Today. Since the Constitution was written, the country has grown enormously and so has the government's role and

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responsibility. There are five major areas in which government units, on the federal, state, and local levels, are involved in the economy.

Protection of the rights and freedoms of individuals —economic, political, and religious—through our courts and the administration of our laws.

Providing goods and services in the interest of all of us —such as highways, national defense, and education.

Regulation —the promotion of fair economic competition and the protection of public health and safety.

Promotion of economic growth and stabilization —through various economic policies and programs.

Direct support to individuals —programs to reduce hardships for individuals who can not meet their minimum needs because of special circumstances or lack of employment.

These functions cost money, and to carry them out in 1975, Federal, state, and local governments spent about $531 billion ($531,000,000,000 or about $7,500 per household).

EXPENDITURES BY ALL LEVELS OF GOVERNMENT, 1975

	Billions of Dollars	Dollars per Household*
Buying goods and services— National defense, education, highways, public safety, etc.	$339	$4,800
Direct assistance to individuals— Social Security benefits, welfare payments, unemployment insurance, medical care, food stamps, etc.	169	2,400
Other—including net interest on public debt	23	300
	$531	$7,500

*Based upon approximately 71,000,000 households in the United States.

All of this must be paid for with money raised in two basic ways: by taxing individuals and businesses, and by borrowing. In some cases we pay more directly for the public services we get. Bridge tolls, postage, and tuition charges at public universities are examples of "user charges," and the money raised in these ways helps pay for some of the costs of these services.

In 1975 governments collected taxes of the following kinds:

	Billions of Dollars	Percent of Total
Personal income and property taxes	$ 169	36%
Corporate profits taxes	49	10%
Indirect business taxes (including sales taxes and property taxes)	139	30%
Social Security, retirement unemployment collections	110	24%
	$467	100%

Anyone who keeps watch over his or her own budget will see that the total spending by all governments for 1975 ($531 billion) was greater than the taxes collected ($467 billion) by $64 billion. The $64 billion difference is called a *deficit*. The size of this deficit reflects the combined impacts on governments of rising costs and a small growth in receipts due to the severe slacking of the economy in 1975. Government deficits are financed by borrowing.

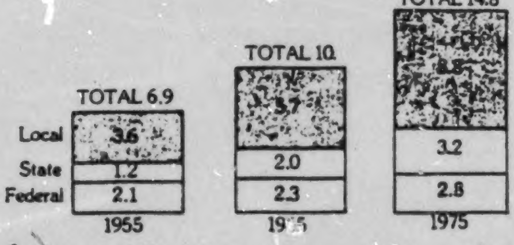
Over the 20-year period from 1956 through 1975, the federal government had deficits in 14 years; state and local governments as a group ran deficits in seven years. However, the reasons for deficits or *surpluses* (taxes greater than spending) at the federal level can differ greatly from those at the state and local levels.

The total debt of all government units at the beginning of 1975 was estimated at almost $644 billion. Almost seventy percent ($437 billion) was owed by the federal government and the balance ($207 billion) by state and local governments. For comparison, the mortgage debt on private homes was $524 billion, and corporate debt—for such things as additional factories and equipment, raw materials, and operating funds—was $1,239 billion.

With a growing population we have come to expect many more activities from every level of government. More governmental units become necessary as new suburbs, towns, and school districts are formed. Today, in fact, there are some 78,000 local governments in our country. This has resulted in large increases in the number of public employees. The following chart shows the increase in government employment in recent years.

GOVERNMENT EMPLOYMENT (CIVILIAN ONLY)

millions of persons



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What should government do? There is considerable debate across the country on just what the scope of government should be. To make sure that government activities best serve the people, all of us need to examine certain issues before we commit our resources and efforts to particular government programs:

Is the program a proper one for government?

Can it be done better by the private sector?

What will the program cost?

Who will pay the costs?

Who will receive the benefits?

Are the expected benefits worth the estimated costs?

These are difficult questions. But we must all think about them, because they affect all of us. Your voice counts in making these decisions. It counts when you vote on such issues as school bonds. And it certainly counts when you vote for public officials who influence policies in such areas as taxes, regulation, consumer and environmental matters, and national security.

Our Other Resources

Our most important "resource," of course, is people. The unique spirit of America is based upon the coming together of peoples from many lands and races to seek freedom and opportunity. We traditionally have responded to new challenges by "getting the job done."

The functioning of our economic system depends upon other resources, too, and how well they are used.

Natural Resources. Some natural resources are *exhaustible*, available to us in limited quantities. Once used, that's it. Examples are crude oil, natural gas, and coal—the so-called "fossil" fuels used to produce energy. Of course, some of these resources are more limited than others. Fortunately, America's coal reserves are the world's largest.

Our nation really runs on energy. With six percent of the world's population, we use almost 30 percent of the world's estimated energy production according to the most recent figures available. This reflects our large output of goods and services compared with that of the rest of the world.

NOW PUT IN SOME MORE TREES...MAKE IT A FOREST... AND HAVE A DEER STANDING BY THE WATERFALL... THAT'S RIGHT...

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Today, almost 94 percent of the energy required by our economic system comes from fossil fuels, primarily natural gas and oil. As a nation, our consumption of oil and natural gas has grown more than 10 times over the past 50 years. Unfortunately, our reserves of oil and gas will not be able to support such high energy usage many years longer.

Concern about the exhaustible nature of our fuel supplies is forcing us to consider a whole series of crucial decisions we must make in the energy area. How can we save energy? Should we encourage exploration for new energy resources? Should this exploration be conducted by private industry or government? Should we increase the use of coal, a relatively abundant fuel in the United States? Decisions we make now will have a great influence on the future of the American economic system.

While our country has vast amounts of natural resources, we are increasingly dependent upon foreign sources for certain critical raw materials besides oil. For example we had to import from other countries 88 percent of the aluminum, 92 percent of the tin, and 90 percent of the chromium we needed in 1974.

POOR WOODSTOCK DOESN'T KNOW HOW TO TAKE CARE OF HIMSELF IN EMERGENCIES...

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Some resources are *inexhaustible*. They exist in virtually unlimited supply. Energy from the sun is one example; energy from nuclear fusion could be another. However, developing these fuel sources will require new technologies and enormous amounts of dollar investments.

And, it's good to know that some resources are *renewable* with careful planning. Our forests are an example. At present rates of use and with proper management, the nation's forests could assure us of adequate timber resources indefinitely.

Capital Goods and Needs. Factories and machinery needed to convert raw materials into the goods and services we want are called *capital goods.*

The more resources we invest in new capital goods, the less we will have now to use for consumer goods and services. Providing for the future—which is a form of saving—or spending for present needs is a fundamental choice to be made in most economic decisions.

In our early days, when we were primarily a nation of farmers, investments in factories and equipment were not large. But as the industrial revolution spread, and our agricultural economy changed to an industrial economy, more and more investment in capital goods was required.

Factories and equipment wear out, or become out-of-date and "noncompetitive." Besides replacing these items, more capital goods are needed if our production is to expand. Without a continuing supply of new capital goods, the economy cannot produce the goods and services and jobs we require now and in the future. And this means large capital investments must continually be made.

The basic incentive for businesses and individuals to invest in new capital goods is the hope of additional future income. Over the years, investment income has been affected by many changes in government policies in the United States, and this has influenced our rate of capital investment. In fact, such policies in several other major industrial nations have been more favorable to capital investment than those in this country.

I'M GLAD TO SEE THAT YOU THINK ABOUT THE FUTURE..

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In addition to replacing, modernizing, and expanding existing industrial capacity, our nation will be challenged in the next decade to provide more jobs, expand housing, develop major new energy resources, continue improvements in the quality of our environment, and improve our transportation networks. It has been estimated that our total capital requirements for the next 10 years will be somewhere between $2,000 billion and $4,000 billion, at least double those of the past decade.

Capital goods are important to jobs. In 1975, the investment in equipment and facilities averaged almost $41,000 for each production worker in American industry. Over the period 1975-1985, it's now estimated that more than 16 million new jobs will be needed for workers entering the labor market for the first time. Here we face some very important questions. How can business and government best work together to provide these jobs? And how will the necessary capital goods be provided?

* * *

In this section on "What Makes Our Economy Work?" we have examined decisions in the American economic system and have seen that they are still basically made by consumers and producers. Yet federal, state, and local governments have become increasingly involved in economic decisions that affect the use of our resources.

HE'S PROBABLY SNOWED UNDER, OR FROZEN STIFF, OR...

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RESOURCES WORKSHEET

Directions:

Look at the list of resources below. Then categorize them into land, labor, or capital.

Category	Resource
	axe
	oil
	bulldozer
	construction workers
	factory
	fish
	lathe
	school desk
	screwdriver
	seaweed
	teacher
	trees
	silver
	doctors
	computer

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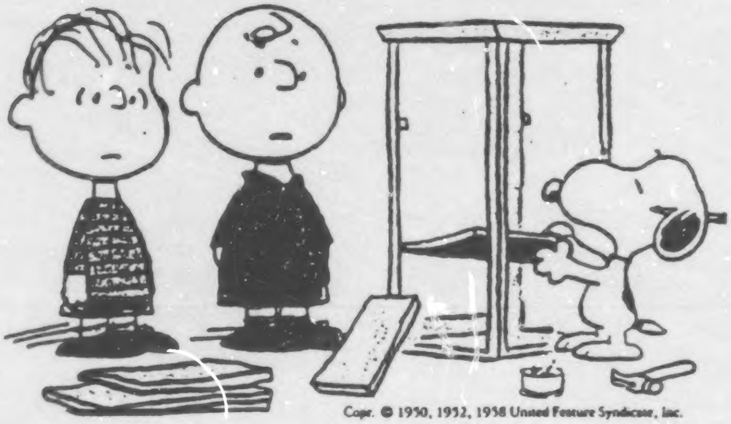

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HOW DOES OUR ECONOMY FIT TOGETHER?

Our economy can be thought of as a gigantic machine. So far we have been looking at the different parts and what they do. Now, in order to understand the economy more fully, it will be helpful to look at how the whole machine fits together and works. The concept of supply and demand is central to this understanding.

Supply, Demand, and Prices

We have touched on this subject of supply and demand briefly in earlier sections. It is really something we come in contact with every day.

For example, supply and demand affect the wages we are paid; these wages are really the prices we charge for performing work. They also affect the prices of goods and services, the prices of raw materials, and the "price," or interest, paid when we borrow money.

Two factors work together to determine the supply of a product, service, or resource: the cost of producing it and the selling price.

Suppose that buyers are willing to pay more for a product than it costs to produce it. Businesses will usually increase their production to increase their profits (or their return over and above production costs). This "profit margin," if it's large enough, encourages new businesses to enter this field. Now there's more competition among sellers, and this tends to reduce prices or improve products—or both. And it means a larger supply.

There is an opposite side to this point. Consumers may decide by not buying it that a product is not worth the cost of producing it. When this happens, and if the situation continues very long, the product will be forced off the market.

What is going on is a balancing act between the supply of goods and services, and the demand for them in the marketplace. Prices play a role in this process. Look around, and you can see the effects.

When the auto model year is over, last year's models are usually reduced in price to stimulate sales. Department stores hold clearance sales to reduce their inventories.

Food prices go up and down, depending in part on the relative supply of agricultural commodities. However, the costs of such commodities are often a small share of the final retail price for many processed foods. For example, in 1975, it is estimated that prices of farm products accounted for only 19 percent of the price of a typical loaf of bread. The other 81 percent was for processing and distribution.

All these transactions between buyers and sellers are made possible by the existence of money. Using money is a most convenient way to exchange goods and services. Also, by saving money, we can set aside some of our purchasing power for later use. Money makes buying and selling easy, and thus makes our economic life far more productive. That is why money has replaced the barter system in all modern societies.

The marketplace is wherever these transactions occur, where buyers and sellers come together to agree on the exchange of goods and services for money. Money and markets are essential to the American economy. They permit buyers and sellers to influence each other and thereby largely determine what our economy produces and who produces it.

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DIVERSIFIED OCCUPATIONS I

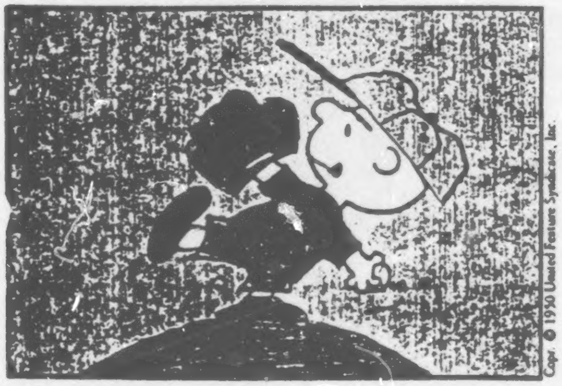
Competition

Competition has always been of key importance in the American economic system.

What Competition Does. The vitality of the American economy is based on competition between producers. Those who supply the best goods and services at the best prices generally will be the most successful. And it is through advertising that producers inform buyers about their goods and services.

If, in comparison with similar products, design appears to be inferior, if price is too high in terms of value received, if service falls short, a product will not be "competitive," and its sales could suffer.

Competition is one of the factors which causes our economy to change constantly. Producers tend to move to activities where earnings will apparently be higher and leave those where earnings are lower. This means that workers, facilities, and raw materials shift to these new areas from former ones.



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Production with modern technology frequently requires large factories and very large dollar investments. When this is the case, it may be most efficient for a few big firms to supply the items—at the lower prices that larger production volumes permit—rather than many small ones. Even here competition for sales can still act as a strong stimulus for developing new products and improving current ones.

Government Regulation of Competition. Because consumers obtain benefits from competition, our government has traditionally sought to maintain a competitive environment for business. This has often taken the form of laws or regulations intended to prevent abuses in specific areas. Of course, many government regulations also deal with product standards, environmental impacts, and other matters not directly related to competition.

It's obvious that without competition, prices of goods and services tend to be higher than they would be with competition—and output is lower. When there is little competition, producers can be relatively inefficient without being penalized, and manpower and other resources can be wasted.

As long ago as 1890, Congress passed a major piece of legislation regulating business—the Sherman Anti-Trust Act. The objective was to prevent two or more persons from getting together to "restrain trade." This could involve forming a monopoly, where a single producer dominates an industry so that it can set prices or control supply without regard to competition. It could also involve price fixing, the agreement among several firms to set prices to avoid competition.

There are some cases where competition may not be in the public interest. An example is a public utility that supplies electricity or natural gas or water. Duplication of local power, gas or water lines could result in higher rates. But if there is no competition, how should prices be determined? In such cases, the state or local governments regulate the prices of the services, keeping in mind the interest of the public and the costs involved.

The issue of government regulation of many areas of business, such as food, transportation, and energy, is constantly before us. Are certain businesses over-regulated? Are they under-regulated? How can regulation be used to improve competition? These and other questions must be examined as we look at the role of government regulation in our economic lives.

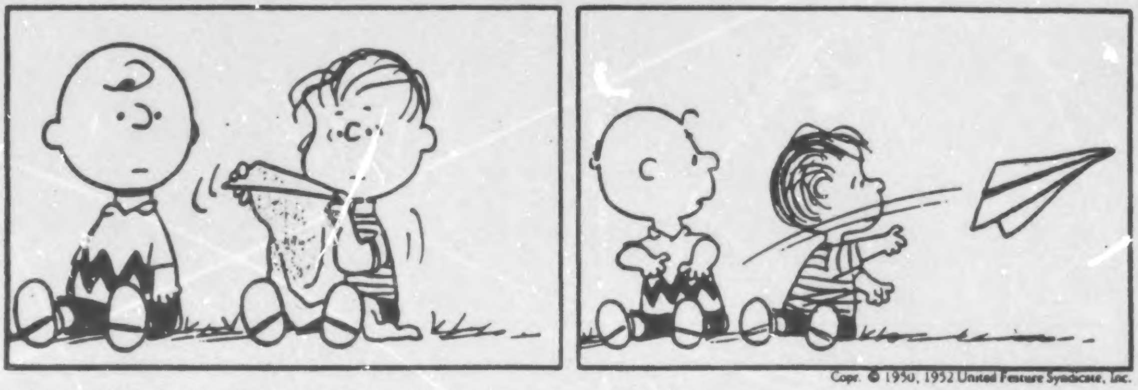
Productivity In any discussion of competition, the subject of productivity is likely to come up. Productivity is a relatively new word to most of us, but it is very important to every economic system. Productivity describes how well producers (and governments) use resources—people, facilities, and raw materials.

The most important factors influencing productivity are:

People—their skills, efforts, and motivations.

Capital resources—the availability and efficiency of factories and equipment.

Technology—the application of science to



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industrial needs, involving new materials, new methods, and advanced processes.

Organization—the effectiveness of management in combining resources.

Government regulation—the imposition of standards or restrictions.

Working environment—as it relates to both health and work attitudes.

Improvement of productivity in businesses and industries is essential if we are to maintain competitiveness in selling goods and services both at home and abroad. Since our various governments normally have no competition in providing many of their services, improving productivity in government should be a matter of special interest and concern to us all.

Productivity levels change over the years as economies grow and face new conditions. How does our productivity growth compare with other nations? Before World War II, the United States was the world leader in productivity growth. However, between 1960 and 1975 productivity in manufacturing increased on an average of less than three percent per year in the United States, while in Japan, the figure was almost nine percent for the same period. Japan accomplished this, in part, by using the most advanced technologies in its post-war reconstruction. In fact, all of our major industrial trading partners did better in productivity growth in manufacturing during this period than we did.

Output per worker in the United States is still the world's highest and this reflects our high level of capital investment per worker. But the gap is closing between our country and other industrial nations. This change directly affects the ability of our products to compete in the world marketplace.

We must realize that our future standard of living is tied to productivity growth. As productivity increases, our standard of living increases. With inadequate productivity growth and an expanding population, our standard of living and our ability to compete with other nations could decline.

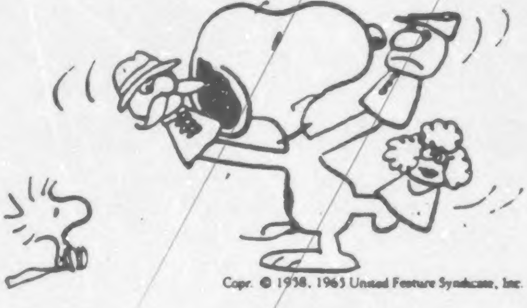
How do we as producers remain competitive? And how do we increase productivity? Investments in new factories and equipment and improved technology are the answers in many cases. But our rate of investment has been lower than that of all other major industrial nations over the 1960-1974 period. How these needed improvements can be provided will be discussed later.

Balancing the Economy

As you probably realize by now, an important factor making the American economic system work is the "law" of supply and demand. It is not really a law, of course; it is an explanation of the factors determining how much of each product and service is produced, and how those goods and services are distributed.

Remember that when we buy less than our economy is producing, eventually production goes down and unemployment increases. When our purchases increase, this demand results in business expansion and higher employment.

Supply and demand forces ultimately deter-



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mine the levels of production and employment in our economy. But as we shall see, certain steps can be taken to influence what these levels will be. It is now a responsibility of the federal government, as established by the Employment Act of 1946, "to promote maximum employment, production, and purchasing power."

Maintaining both stable prices and high employment, however, is difficult in a free society. Wages tend to increase when available workers are in short supply, and prices of goods tend to rise when demand outstrips supply.

Ups and Downs of the Economy. Over the years, our economy has grown at a remarkable rate. But in this process, there have been periods of expansion, and periods of recession. These alternating ups and downs mean that our national goal of high employment is not always achieved.

SOMETIMES I GET DISCOURAGED
WELL LUCY, LIFE DOES HAVE ITS UPS AND DOWNS, YOU KNOW...
I DON'T WANT ANY "DOWNS"! I JUST WANT "UPS" AND "UPS" AND "UPS"!!

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The economy expands and contracts because our total spending changes. Many factors can cause this, including the introduction of new technologies, the availability of investment funds, changing national economic policies, crop failures, wars, and public confidence in our economic future. There are many more. All these factors directly affect the economy.

Let's consider this matter of public confidence a little further. When economic times are "good," individuals, businesses, and many governments feel more confident about the future, and spend more. An individual might buy a new car or decide to buy a home. A company may decide the time is right to build a new factory or install new equipment. A local government may build a new school.

Expenditures like these are not made every day. When spending occurs in surges because of increased public confidence, this stimulates the economy for a period of time. When such spending slows down, this contributes to a slowing down of the economy.

These economic ups and downs have varied widely in the past, and federal government policies often have attempted to moderate their adverse impacts. However, there are so many complex forces at work in our economy, and the timing of government policies is so critical, that unexpected results can occur.

Fiscal Policies. The taxing and spending policies of the federal government are called fiscal policies.

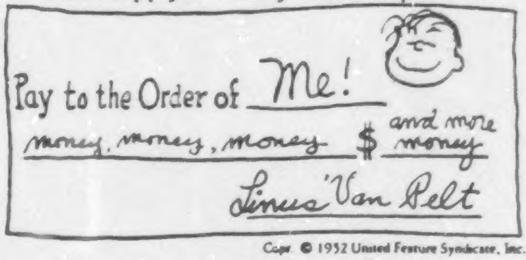
Federal spending can be increased to keep overall demand at a high level if private spending is low. And federal spending can be restrained to reduce overall demand when demand is higher than our total production.

Government tax policies can also be changed to help balance the economy. Federal tax cuts and rebates can be used to stimulate the economy in a recession—as was done in 1975—or tax increases may be used to help dampen excessive demand.

Whether the federal government has a surplus (spending less than taxes) or a deficit (spending greater than taxes) depends on how fiscal policy is used to meet the needs of the economy and how the economy performs.

Monetary Policy. The Federal Reserve System has responsibility for controlling our nation's "money supply"—the total of all coins and currency in circulation, plus checking accounts held by individuals and businesses. This control is called monetary policy, which is another way to lessen the adverse effects of economic swings.

The supply of money has an important



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influence on spending and production, and banks play a central role in this process. By changing the money supply, the Federal Reserve affects the amount of money that banks can lend to individuals and businesses to spend. In simplest terms, the Federal Reserve generally makes money more available when total spending is considered too low, and less available when total spending is too high. These actions directly influence interest rates throughout our economy.

Inflation. Inflation means a rise in the general level of prices. Nobody wants inflation, but it has become all too familiar in the world today.

Prices of most goods and services have increased significantly over recent years. Prices often go up as the quality of the goods and services we buy improves. But in general, price increases which are not accompanied by improved quality are called inflationary.

When inflation occurs, each dollar we have buys fewer goods and services. In the years between 1955 and 1975, the ability of our dollar to purchase these things went down by about 50 percent.

HEY, FRED, HOW MUCH ON THE PEANUT BUTTER TODAY?

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Inflation has at least three basic causes. When consumers, businesses, and governments spend too heavily on available goods and services, this high demand can force prices up. If costs of production rise and producers try to maintain profit levels, prices must increase. The lack of competition between producers can also contribute to inflation.

The burdens of inflation tend to fall more heavily on those who live on incomes that remain the same or rise more slowly than prices. This can include many workers and retired persons. The only way these people can cope with rising prices is to buy less, reducing their living standards.

Employment. The American economy has shown an impressive ability to create new jobs. Between 1950 and 1975, 26 million new jobs were created and total employment rose by 44 percent. During that period female employment almost doubled, as more than 16 million of these new jobs were filled by women.

However, the natural growth and development of the economy has brought major shifts in employment. Some regions of the country grow faster than others. Some industries grow faster than others. The pattern of available jobs keeps changing and the work force must continually adjust to these changes.

Of course, the total demand for goods and services changes during swings in the economy. This change in demand, combined with the regional and occupational shifts in employment just described, causes part of the work force to be unemployed for various periods of time.

Reducing unemployment and the personal hardships associated with it involves efforts by business, labor organizations, government, and individuals themselves. Retraining programs, income assistance, and employment services can all help people adjust to changing job conditions.

* * *

This section has set forth some of the most important economic questions that face our nation today. How can we best encourage competition? How can we best deal with the problems of inflation? In what ways can we broaden employment opportunities for those in need? Each deserves serious thought, since our future progress depends on the answers we provide.

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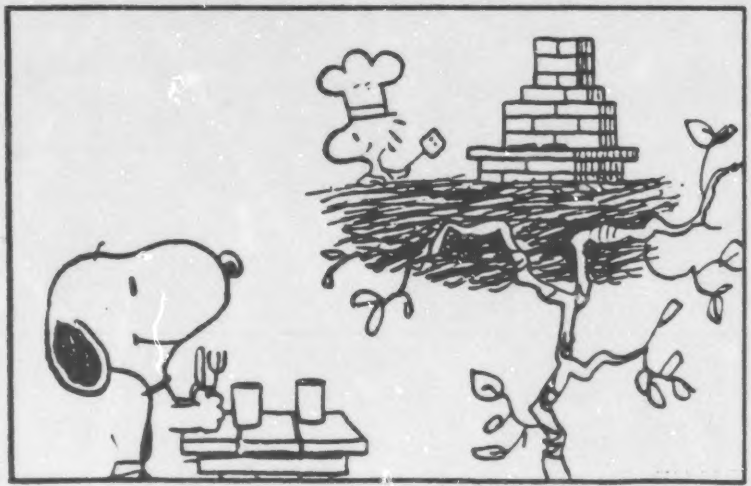

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WHAT DOES OUR ECONOMY PROVIDE?

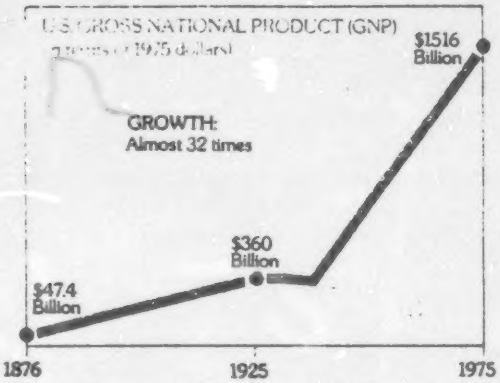
We now have some familiarity with the elements of our economy, with how decisions are made and with how the system works. Now we can look at the extraordinary dimensions of our American economy—the things it provides.

How Big Is Our Economy?

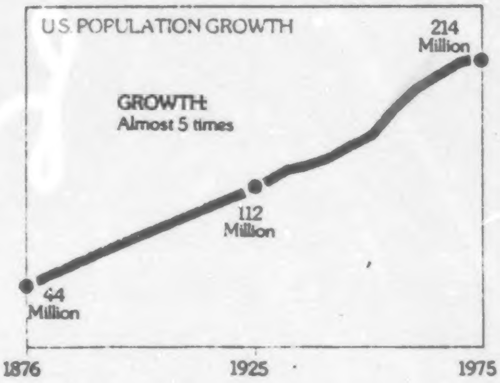
One way to measure the size of our national production is to add together the value of all the goods and services we produce in one year. The total is called the *Gross National Product*, or "GNP." We constantly see and hear references to this total in the news as a yardstick of our production. The GNP does not include do-it-yourself activities, such as housework or home gardening. It also does not measure things like the quality of our environment.

In 1975, our GNP totaled over $1500 billion. $1,516,338,000,000! Its size was greater than that of the USSR, West Germany, and France combined. This overwhelming figure can be better understood by thinking of it as about $7,100 worth of goods and services per American.

Over the years our GNP has increased astonishingly. The next chart shows the growth in our economy since our Centennial in 1876.



Our population has also increased by almost five times since 1876. This means that in 1975 the GNP was distributed among a population of 214 million people instead of among 44 million people as was the case in 1876.



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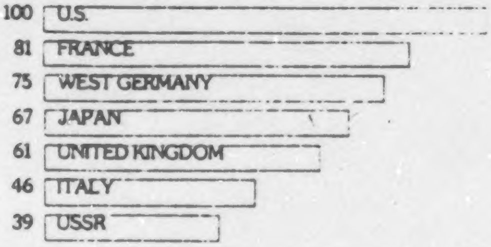
When population growth is taken into account, the GNP *per person* is still almost seven times its value of 100 years ago.

Throughout all this time, our output of goods and services per person has remained the highest of the world's major industrial nations. Below are a few international comparisons for 1974, with the United States assigned a rating of 100.

RELATIVE OUTPUT OF GOODS AND SERVICES PER PERSON—1974



There are some smaller nations, such as Sweden, Switzerland and Kuwait which did as well or better in national output per person than the major industrial nations listed above.

Of course, we have to realize that output per person is simply one of the many things that determine our standard of living. We must also consider things that affect the quality of our lives as well—such as how clean our air is or how much leisure time we have. However, GNP is useful as a measure of some of the things our economy provides that affect how well we live.

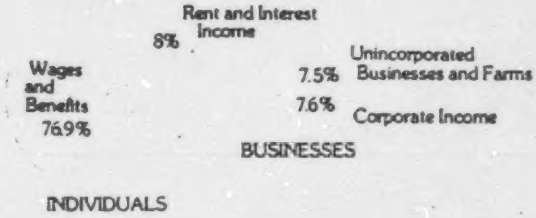
Today many questions are asked about our GNP and its growth. Some people feel that we should have little or no economic growth, in order to conserve natural resources. Others say we should continue to increase production and employment even at some cost to our environment. Choices here will determine how well we live in the future.

Income

We earn income by applying our skills, efforts, and resources to some productive purpose and being paid for it. In this activity we produce goods and services for others—and income for ourselves. This income, in turn, allows us to buy the goods and services that we want.

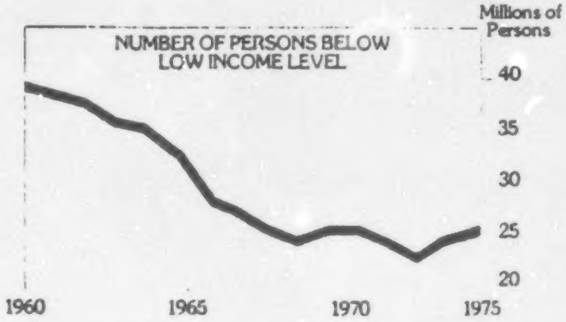
If we add up all of the 1975 incomes of individuals and businesses earned through producing goods and services, the total is over $1,208 billion. As you might expect, most of this income went to employees, in wages and benefits, as the following chart shows:

1975 EARNED INCOMES OF INDIVIDUALS AND BUSINESSES



Personal Income. Personal income is the income we receive from all sources—for example, our wages, rent from property we may own, interest on our savings, and profits if we own shares in businesses. Personal income also includes payments, such as Social Security or unemployment benefits, made by governments to individuals. These payments are called "transfer payments" and amounted to about 14 percent of total personal income for 1975. The amount left after we pay taxes is called spendable income or *disposable income*—the money we have left to spend or save in the ways we choose.

Levels of personal income have changed considerably. In 1955, about six percent of all families had incomes over $10,000. In 1975, about 26 percent of all families had an equivalent level of income ($20,000) or higher. Also, the number of people below "low income" levels as defined by the federal government has fallen significantly since 1960.



While incomes in general are rising, it should be recognized that important differences in incomes are associated with differences in race and sex. One way to compare certain income differences is to look at "median family income."

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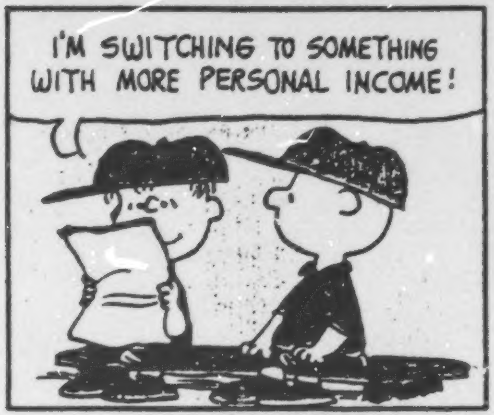
This is the income received by the "middle" family in a particular group. For example, in 1975, median family income of all white families was


I'M SWITCHING TO SOMETHING WITH MORE PERSONAL INCOME!

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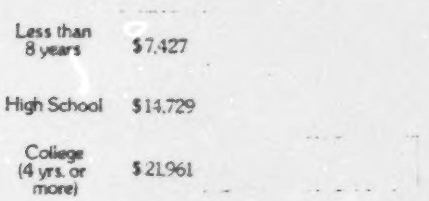
about $14,268 while for non-white families it was about $9,321.

There is also a general relationship between the skills acquired through education, and the incomes earned later in life, as the following chart shows.

COMPARISON OF MIDDLE FAMILY INCOME FOR 1975 BY EDUCATIONAL LEVEL OF HEAD OF HOUSEHOLD



Differences in incomes associated with race and sex are often the result of discrimination and lack of educational opportunity.

There is much public discussion about the incomes of our people. Are we doing enough to improve the lot of the disadvantaged? How can government efforts in this area be made more effective? The decisions we make will affect how the benefits of our American economic system are shared. Here again, your views are important.

Business Income. Now let's look at business income, also called *gross profit*. This is the money that is left from sales and other revenues after all costs of doing business (*not* including income taxes) have been paid.

If you lump all American manufacturing corporations together, the average gross profit over the period 1965-1975 was 8.1 cents on each dollar of sales. Of this sum, 3.6 cents went for corporate income taxes, 2.1 cents were distributed as dividends to stockholders, and 2.4 cents were retained by the corporations.

Retained profits are typically used for business expansion, for new plants and equipment, or to repay loans. It is from retained profits that producers can create new jobs and improve their competitiveness by increasing their productivity.

Net profit is the term used to describe what is left from gross profit after business income taxes have been paid. For the period 1965-1975, corporate net profits were less than five cents on a dollar of sales, or about a 12 percent return on stockholder investments.

When a corporation, or other business, does not earn profits, at best only operating costs are covered. The company must then rely more heavily on sales of new stock or borrowed money to expand or bring its production processes up-to-date. But this is difficult, because investors' confidence in the business declines when profits evaporate—and this makes investment money hard to obtain.

International Trade

Trade with other nations is essential to our economic well-being. International trade permits us to apply more of our work and resources to activities where we can do a better job than other nations. It also allows other nations to be successful where they can do a better job than we can.

A country can have a production advantage because of the availability of certain raw materials, a favorable climate,lower wages, or more advanced manufacturing processes.

When goods and services can be produced with relative efficiency, they are competitive in the world marketplace. They offer value which cannot be obtained elsewhere, so other nations buy and import them. This creates jobs and opportunities at home.

In the case of our nation, the products of our agriculture, aerospace, and computer industries are examples of goods that we export because of our superiority in producing them.

International trade also permits us to obtain raw materials and food we need that are not available here in sufficient supply. One obvious example would be petroleum; others are tin, chrome, bananas, and coffee—to cite a few.

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The size and mix of our international trade for 1975 are shown below:

1975 IMPORTS AND EXPORTS in bil [illegible]

Category	Imports	Exports
Fuels and lubricants	$26.6	$ 4.8
Other industrial supplies	22.2	25.4
Business and industrial machinery	9.8	35.4
Automotive vehicles, parts, engines	12.2	10.1
Agricultural products	9.5	22.1
All other	16.6	9.9
	$96.9	$107.7

The table shows that in 1975 fuels and lubricants accounted for over one-fourth of our imports, primarily due to four-fold price increases by the Organization of Petroleum Exporting Countries (OPEC). Also, agricultural products represented over one-fifth of our total exports, so we can easily see the importance of food production to our international trade.

Even in 1776, the United States was a major trading nation. Today, we are the world's leading trader; West Germany is second, and Japan third.

Our economy has become more and more interrelated with the economies of other nations, and we have seen a dramatic growth of our international trade. From 1972 to 1975, the value of U.S. exports more than doubled and imports rose by over 74 percent.

When the value of our exports is less than the value of our imports, we have what is called a *trade deficit*. This means extra dollars end up in those countries from which we imported. The reverse is true when we have a *trade surplus*.

A trade deficit or surplus is one of the factors that determine the dollar's value abroad. Other factors include domestic and foreign interest rates, inflation rates, and expectations about the future. In general, the prices we pay for imports change as the supply of and demand for U.S. dollars change in the world's economy.

* * *

What does the American economic system provide? By production at home and by international trade, it provides the goods and services that form the basis of our high standard of living.

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PIZZA SIGNALS

You pick up a telephone and order a large pizza for the family. Within an hour the delivery boy arrives at your door - you pay him $14.50 and everyone enjoys the pizza. Simple, you say. Yes, on the surface, but did you ever realize that when you made the decision to buy that pizza you set in motion a train of events and communicated a series of messages along the economic line somewhat as you do when dialing a telephone number. Let's follow the sequence and see what happened to your order.

First of all you ordered the pizza to satisfy your needs (you were hungry). Immediately, you lifted the TELEPHONE (a service supplied by a public utility) and ordered the pizza. The CLERK who took your order wrote it on a FORM and passed it through the window to the CHIEF BAKER. He looked at it--checked to see which of his bakers was least busy and passed it on. The baker proceeded to mix the DOUGH and prepared his OVEN. Within an HOUR the pizza was ready. The baker put it in a CARDBOARD BOX; called for a DELIVERY BOY and within MINUTES it was on its way to you. Still simple, you say. Yes, it's still pretty much a process of hitting down one domino and the rest fall. Let's look a little closer though.

You original order used up ELECTRICITY, FLOUR, MEAT, CARDBOARD, etc. Every pizza produced means so much more of these things used. If one pizza used one-half pound of flour--100 such pizzas means a SACK of flour, which means so much GRAIN ground at a MILL and an increase in some FARMERS planting, irrigating, and reaping activities. Every single pizza is one of a larger decision to produce more flour. Every pizza bought is in fact a "vote" for the production of more flour. Every pizza bought flashes a message which reads: "more flour, more SALT, more SAUSAGE, more electricity, more GASOLINE, more LABOR, more PAPER," and so on through a long series of requisitions.

Directions: On the next page classify the capitalized resources that went into making pizza. Put each into either land, labor, capital or time.

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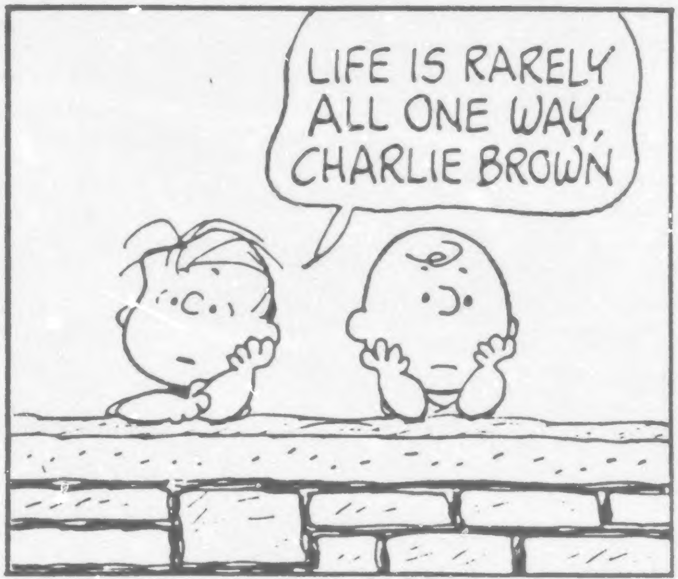
LAND	LABOR	CAPITAL	TIME


LIFE IS RARELY ALL ONE WAY, CHARLIE BROWN

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ECONOMIC CHOICES

In this brief description of our American economic system, we have tried to answer basic questions: What are the special roles of consumers, producers, resources, and governments? What principles affect how it works? What are the dimensions of our economy?

The Need for Choices

In answering questions like these, it becomes obvious that our economic system is not a perfect one. All of our needs and desires cannot be fully satisfied—nor will they ever be in a world of limited resources.

Throughout history, many societies have attempted to solve this problem by dictating what individual needs and wants should be—and by controlling how these needs and wants are met. Yet economic freedoms and personal freedoms have a way of interlocking. When individuals are told how they must conduct their economic lives, and when there are obstacles to such economic freedoms as spending choices and career choices, personal freedoms are inherently involved.

In the American economic system, decision-making is shared by consumers, producers, and governments. Our challenge—and privilege—is to make wise choices in our use of economic resources, to best satisfy our private and public needs and wants, now and in the future.

Considering Alternative Benefits

What benefits do we gain when we make a particular economic decision—compared with the benefits we might have gained by making another? We must always consider the alternatives.

What we are discussing is an economic concept known as *opportunity cost*. When limited resources are used, some benefits are gained, but some are also sacrificed. So there is a "cost" involved in our choice.

PSYCHIATRIC HELP 7¢
DREAMS SERVE A VERY USEFUL PURPOSE...
THE DOCTOR IS IN

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This concept applies to all economic choices. For instance, in our own lives we make choices like these:

Spending for things today, or saving for the future.

Balancing spending for food, clothing and shelter against spending for entertainment and recreation.

Undertaking extra work, or spending that time on leisure.

Comparing the potential benefits of higher education with the cost and sacrifices it normally requires.

There are also key public issues that require choices:

How much government involvement in our economy is necessary for its continued well-being? In what areas should there be less involvement? In what areas, more?

How can we balance national growth with conservation of natural resources and protection of our environment?

How can we evaluate the long-term economic and social costs and benefits of various government programs?

How can we hold down inflation and yet stimulate the economy and expand employment?

How can we preserve the benefits of competition in our American economic system and still meet the needs of the less fortunate?

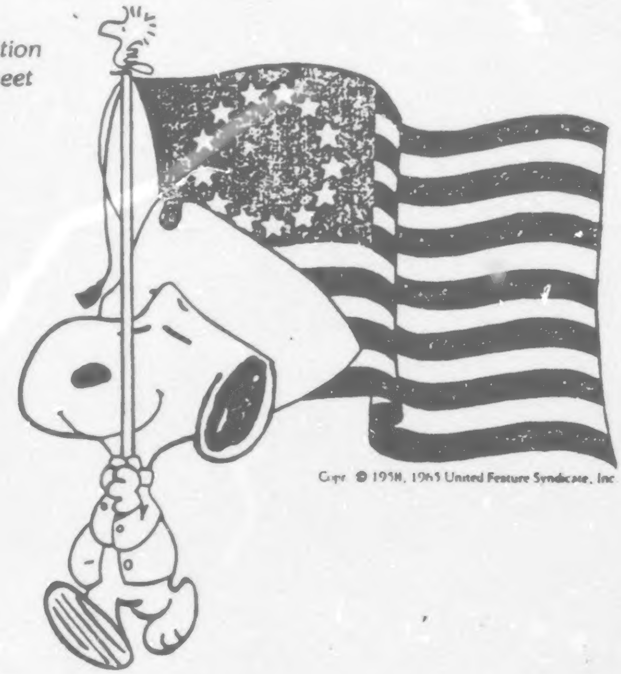
Answers to such questions as these are anything but simple. Yet these issues directly affect our own future, our children's future and our nation's. Under our American economic and political system, such answers depend upon the choices we all make.

For 200 years, America has prospered, defended individual freedoms, offered hope and opportunity to people from many lands and of many beliefs, and met challenges with confidence and determination

Our economic system has been a major element in this tradition. This system must continue to be a vital source of strength and achievement if we are to maintain our progress in the years to come.

* * * * * * * * * * * * * *

It is hoped that this booklet has given you a better understanding of the American economic system and how you play an important part in it. This booklet will be worthwhile if it has increased your desire to learn more about our economic system and to use that knowledge to make better economic choices for yourself, your family, and your nation as it enters its third century.



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THE CONCEPT OF SCARCITY AND OPPORTUNITY COST

Your family has received $2,000! Call a family conference to determine the best choices on how to spend this money. From the list of suggestions below, place your choices in the left-hand column and the remaining items in the right-hand column.

1) $400 to pay income tax owed--can be deferred for another year
2) $800 for braces for your teeth
3) $600 for the college education fund
4) $800 for new dining room carpet
5) $1,000 for down payment on a lake lot
6) $200 for a motorbike
7) $90 for bicycle for your sister
8) $400 for vacation to Disney land for the family
9) $900 to allow your fatehr to finish his college degree
10) $1,500 for badly needed bedroom added to house
11) $850 for gall bladder operation for your mother--she has put it off for years
12) $400 for Slick Watt's Basketball Camp
13) $200 for new tires for family car--old ones are not safe anymore
14) $450 for a freezer to cut down on food costs
15) $600 for vaction trip to see grandparents living in Maine--they are elderly and have not seen the family for many years
16) $300 for stereo tape system
17) $1,000 to send Mom and Dad to Hawaii for their silver wedding anniversary
18) $1,200 for new roof for house--old one starting to leak
19) $500 for new clothes for school
20) $200 for Neighbors in Need to buy food for poor people

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CHOICES	COSTS(What cannot be done)

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THE REAL COST

The City of Odessa, the county seat, has a population of 10,000 people most of whom are employed in agriculture, small businesses and county government. It has recently been determined that an army infantry training base will be located nearby. The base will bring to the town an additional 10,000 people over a period of three years. About half of these people will be permanent residents. The other half will turn over every twelve months. To accommodate this population growth the city should provide the following services:

a. 10 new policemen
b. 3 new police cars
c. 10 new firemen
d. 2 new fire engines
e. sewage disposal plant
f. construct sewer lines
g. 1 new school
h. new library
i. 20 additional teachers
j. 100 miles of new roads

The city council's dilemma is it has the resources to provide only three of these needed services by the time the base is completed. As a member of the city council, which would you provide and which would you forego? Identify the benefits the community will receive and explain the opportunity costs involved in this decision. Be prepared to explain your decisions to the class!

DIVERSIFIED OCCUPATIONS I

Sources of Additional Information

This booklet may have raised some new questions in your mind, or may not have fully covered some issues in which you are particularly interested.

There are many excellent sources of additional information on basic economics and on our American economic system. These sources include school and city libraries; labor, farm and business associations; and many agencies of government.

MAY WE SEE THAT BOOK, PLEASE?
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For information on current developments and issues, newspapers, magazines, television, radio, and other news media can be helpful.

Additional Copies

Single copies of this booklet are available without charge by writing: "Economics," Pueblo, Colorado 81009.

For further information about bulk copies contact: The Advertising Council, Inc., 825 Third Avenue, New York, N.Y. 10022.

Statistics

Statistics Contained in This Booklet Are Based Upon The Following Sources:

Council of Economic Advisers
  Economic Report of the President (1976)

Council on International Economic Policy
  International Economic Report of the President (1976)

Federal Trade Commission
  Quarterly Financial Report of Manufacturing Corporations (First Quarter, 1976).

U.S. Department of Agriculture
  Wheat Situation (Selected 1976 issues).

U.S. Department of Commerce
  Long Term Economic Growth, 1860-1965 (1973).
  Survey of Current Business (Selected 1976 issues).
  Current Population Reports, Series P-60, No. 103 (1976) and earlier issues.
  Highlights of the U.S. Export and Import Trade, Report FT-990 (December 1975).
  Historical Statistics of the United States, Colonial Times to 1970 (1976)
  Statistical Abstract of the United States: 1975 (1975).
  International Economic Indicators and Competitive Trends (Selected 1976 issues).
  Unpublished data related to the comparative estimates of the outputs of the American and Soviet economies.

U.S. Department of the Interior
  Energy Perspectives 2 (1976)

U.S. Department of Labor
  Employment and Earnings (Selected 1976 issues).
  Employment and Earnings, United States, 1909-72, BLS Bulletin 1312-9 (1973).
  Monthly Labor Review (Selected 1976 issues).

Unpublished data on the output of goods and services per person and output per man-hour in manufacturing in selected countries.

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DIVERSIFIED OCCUPATIONS I

UNIT #23

TEST

Write a brief definition of the following vocabulary words:

CONSUMERS____

____

NATURAL RESOURCES_____________________________________

____

INFLATION____

____

OPPORTUNITY COST______________________________________

____

Write a short essay (at least two paragraphs!) on the American Economic System. Use the back of this page if you need to. Use as many of the vocabulary words from this unit as you can remember--underline them.

DIVERSIFIED OCCUPATIONS I

UNIT 24

Labor Unions

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME Labor Unions

2. LESSON NAME Unions

3. LESSON TIME 2 days

4. TEACHER SET-UP Copies: vocabulary, Unions, Union Dues, Union Membership Application, Test

5. MATERIALS NEEDED

6. PERFORMANCE OBJECTIVES

A) TSWBAT define words relating to labor unions.

B) TSWBAT explain the difference between open shops and union shops.

C)

7. EVALUATION

8. SPECIAL NOTES

DIVERSIFIED OCCUPATIONS I

UNIT #24

VOCABULARY

1) UNION HALLS

2) LABOR UNION

3) OPEN SHOP

4) UNION SHOP

5) UNION DUES

DIVERSIFIED OCCUPATIONS I

UNIONS

Union halls in heavily populated areas are another source for entry-level jobs. A union hall is the headquarters for the local activities of a labor union. A labor union is an organization of workers who are either engaged in the same trade or work for the same employer. A trade is a skilled occupation such as carpenter, plumber, or electrician. Trade unions often perform hiring and worker placement functions for local industries, especially the construction field. In some cases, labor unions also control hiring for large manufacturing firms with which they have contracts.

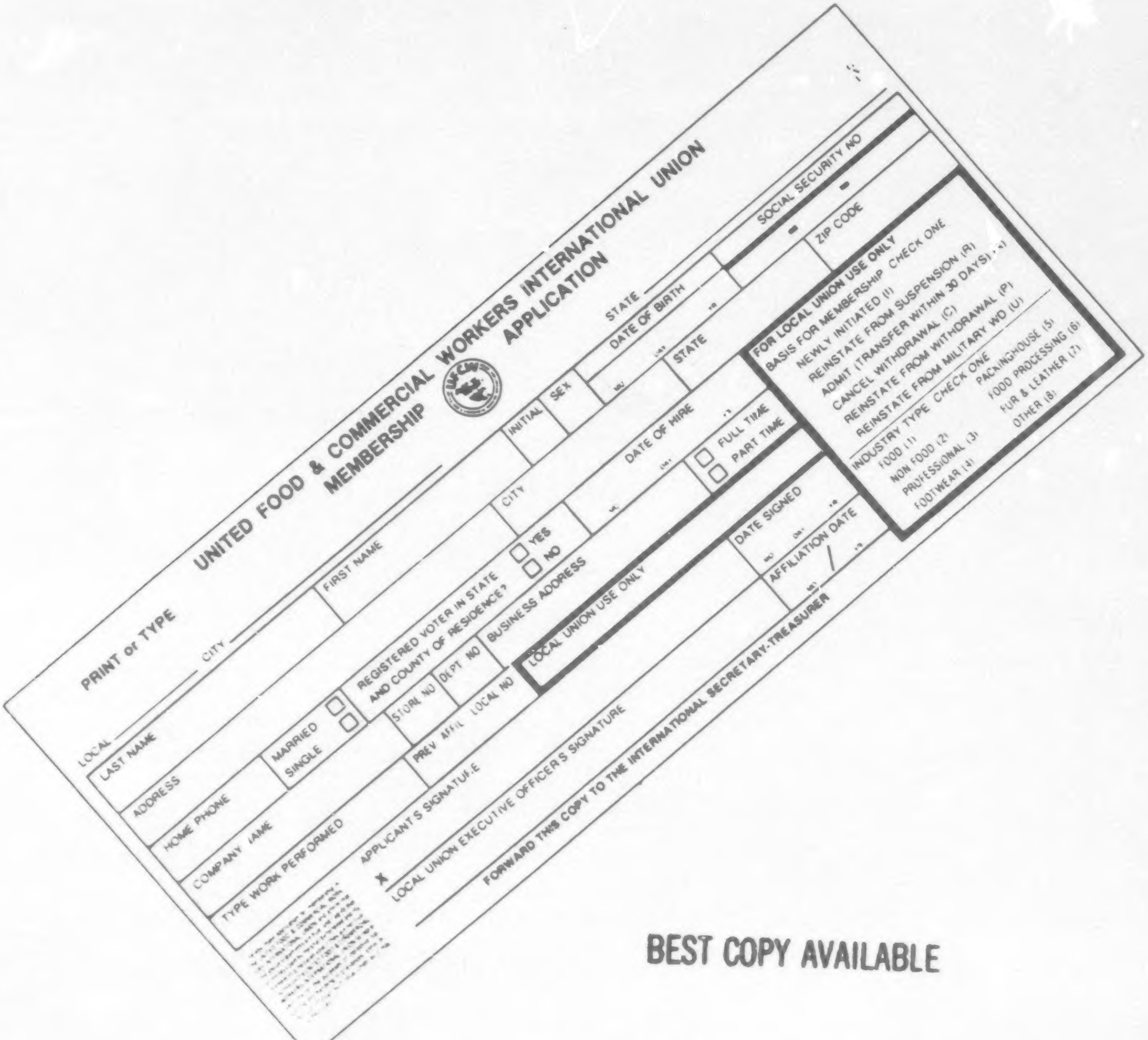
DIVERSIFIED OCCUPATIONS I

UNION DUES

An organization that has a union is either an open shop or a union shop. If it is a union shop, you must join the union to have the job. If it is an open shop, you don't have to join if you don't want to. As a union member, you must pay monthly dues to the union. There will also be an initiation fee you pay to join the union. Most employers check off (collect) union dues for the union on payday. The initiation fee may also be deducted from you pay. The amount of money deducted for dues and the initiation fee is different from place to place. It can be quite a large amount for some unions.

UNION MEMBERSHIP APPLICATION

If you are joining a union, you must fill out an application for union membership. In organizations that have a union shop, your employer will handle your application. Otherwise, you will apply through the union's representative. This is a sample of one union's application for membership.



UNITED FOOD & COMMERCIAL WORKERS INTERNATIONAL UNION
MEMBERSHIP APPLICATION

PRINT or TYPE

LOCAL ______ CITY ______ STATE ______

LAST NAME | FIRST NAME | INITIAL | SEX | DATE OF BIRTH | SOCIAL SECURITY NO
ADDRESS | CITY | STATE | ZIP CODE
HOME PHONE | MARRIED ☐ SINGLE ☐ | REGISTERED VOTER IN STATE AND COUNTY OF RESIDENCE? ☐ YES ☐ NO
COMPANY NAME | STORE NO | DEPT NO | BUSINESS ADDRESS | DATE OF HIRE | ☐ FULL TIME ☐ PART TIME
TYPE WORK PERFORMED | PREV AFFIL LOCAL NO | LOCAL UNION USE ONLY
APPLICANT'S SIGNATURE X | DATE SIGNED
LOCAL UNION EXECUTIVE OFFICER'S SIGNATURE | AFFILIATION DATE

FORWARD THIS COPY TO THE INTERNATIONAL SECRETARY-TREASURER

FOR LOCAL UNION USE ONLY
BASIS FOR MEMBERSHIP CHECK ONE
NEWLY INITIATED (I)
REINSTATE FROM SUSPENSION (R)
ADMIT (TRANSFER WITHIN 30 DAYS)
CANCEL WITHDRAWAL (C)
REINSTATE FROM WITHDRAWAL (P)
REINSTATE FROM MILITARY WD (U)

INDUSTRY TYPE CHECK ONE
FOOD (1)
NON FOOD (2)
PROFESSIONAL (3)
FOOTWEAR (4)
PACKINGHOUSE (5)
FOOD PROCESSING (6)
FUR & LEATHER (7)
OTHER (8)

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DIVERSIFIED OCCUPATIONS I

UNIT #24

TEST

T F 1) A trade is a skilled occupation such as carpenter.

T F 2) Union halls are not a good place to go to check for job openings.

T F 3) There might be an initiation fee when you join a union.

T F 4) The amount of money deducted for dues and the initiation fee is always the same.

T F 5) If you are joining a union, you must fill out an application for union membership.

Explain the difference between Open Shops and Union Shops.

List three jobs that may require you to join the union.

A)

B)

C)

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
1) Vocabulary	1) HANDOUT, give definitions
2) Unions	2) HANDOUT, read and discuss
3) Union Dues	3) HANDOUT, read and discuss
4) Union Membership Application	4) HANDOUT, read and discuss -have them fill out this sample application
5) Test	5) HANDOUT, complete and turn in

DIVERSIFIED OCCUPATIONS I

UNIT 25

Leadership/ Tours/ Guest Speakers

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME Leadership/Tours/Guest Speakers
2. LESSON NAME Diversified Occupations Fair
3. LESSON TIME 1 week preparation prior to the DO Fair
4. TEACHER SET-UP Copies: DO Fair survey, DO Fair permission slips, event practice sets and tests
5. MATERIALS NEEDED possibly play money and serving pieces for the Food Service event
6. PERFORMANCE OBJECTIVES

   A) TSWBAT study and practice theevent he/she will be competing in at teh Diversified Occupations Fair.

   B) TSWBAT participate in a competitive event at the Diversified Occupations Fair.

   C)
7. EVALUATION
8. SPECIAL NOTES The DO Fair is a competition between 10 area schools. The students compete against one another in events they have experience and/or interest in. This is a great learning experience--and leadership activity.

   This is self-paced, work on event interested in competing in type unit! Be prepared!

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
1) DO Fair Survey	1) HANDOUT, complete and turn in -this is to give you an idea who will be in what event and what they will need to study to prepare
2) Letter to Parents	2) -this is a sample of a letter to the parents explaining their child will be participating in the DO Fair
3) Permission Slip	3) -this should accompnay the letter and be signed by the parent and returned to the teacher
4) DO Fair Competition	4) HANDOUT, this briefly explains each of the events at the DO Fair -you may want to hand this out and go over it before the students decide which event to compete in
5) Business Math	5) HANDOUT, complete -have the student do all the practice math worksheets, have them graded and then decide they are ready for the test (minimum score 80%)
6) Food Service	6) HANDOUT, complete and practice -this works best if two students work and practice with each other -for the test have them do the entire situation with a student judge--have the student throw in a few human relation problems!
7) Human Relations	7) HANDOUT, complete and practice -work out an answer for each case study -test will be to present answer to one of them to the teacher and be rated
8) Job Interview	8) HANDOUT, complete and practice -have them practice filling out applications -have resume typed -practice interview and be rated

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
9) Job Skills	9) HANDOUT, complete and read -have them read the chapters and answer questions in the chapters -test--keep doing till 80% accuracy
10) Public Speaking	10)HANDOUT, read and practice -read over tip sheet -give them a topic and have them practice giving a speech and be rated on the rating form

DIVERSIFIED OCCUPATIONS I

D. O. FAIR SURVEY

____YES, I plan to participate in the D. O. Fair on ____________ .

____I will participate in the D. O. Fair on ______________ if I can make arrangements to get off work.

____NO, I absolutely cannot get off work.

____NO, I really do not want to participate in the D. O. Fair.

If you would like to participate in the D. O. Fair, circle the event(s) that you would like to compete in:

BUSINESS MATH
FOOD SERVICE
HUMAN RELATIONS
JOB INTERVIEW
JOB SKILLS
PUBLIC SPEAKING

Of the events listed above, which ones do you feel that you need more work on or could use some practice before the D. O. Fair??!!??

Board of Directors

Aadne Benestad, President
Donald Coates, Vice President
David R. Beste
Curtis LeMaster
Richard S. Thomas

Dr. Rodney C. Hermes, Superintendent

Mukilteo
SCHOOL DISTRICT NO. 6

Mariner High School 200 - 120th S.W., Everett, WA 98204 355-6222

Dr. Suzanne V. Simonson, Principal
Shane D. Dunbar, Assistant Principal
Elaine Bilbao, Assistant Principal

Dear Parent/Guardian:

On Tuesday, May 7, the Diversified Occupations classes will be competing in the annual D. O. Fair which will be held at Lake Stevens PROVE High School.

The buses will leave Mariner at approximately 7:30 a.m. and return at 2:00 p.m. This competetion involves 10 other schools in the area. Your son/daughter will be entering in at least one of the following events: Business Math, Food Service, Human Relations, Job Interview, Job Skills, Public Speaking, Banner and Scrapbook. Lunch will be provided in the entry fee that will be paid by the school.

Please encourage your son/daughter to participate in the D. O. Fair. Enclosed is a permission slip for you to sign. Please have you son/daughter return it to me by May 2, 1985.

Sincerely,

Jodi Noto

Jodi Noto
Teacher-Coordinator

An Equal Opportunity Employer

MUKILTEO SCHOOL DISTRICT NO. 6

Mariner High School

Permission Slip for Study Trips and Individual Visitation

I UNDERSTAND THAT EVERY EFFORT WILL BE MADE TO INSURE PUPIL SAFETY. BY THE MUKILTEO SCHOOL DISTRICT, ITS TEACHERS AND/OR THE PARENTS THAT ATTEND THE STUDY TRIPS OR SET UP THE TRIPS OR INDIVIDUAL VISITATIONS WILL NOT BE HELD RESPONSIBLE FOR ANY ACCIDENTS OCCURING DURING THE ABOVE EXCURSIONS. PARENTS WILL BE OFFICIALLY NOTIFIED.

It is obvious that in spite of the degree of planning and organization of any activity. that there are certain risks involved. Therefore. it must be understood by both parents and students that they attend these activities at their own risks and that neither the teachers, participating adults or the Mukilteo School District will be held responsible in the case of accidents.

I HEREBY GIVE MY PERMISSION FOR ______________________________
(name of student)

TO PARTICIPATE IN THE FOLLOWING STUDY TRIP(S) AND/OR INDIVIDUAL VISITATION ON:

DIVERSIFIED OCCUPATIONS FAIR--7:30 am to 2:30 pm

May 7, 1985 at Lake Stevens Alternative School

Transportation will be provided (school buses) to Lake Stevens Alternative School and back to Mariner High School.

IF THE STUDY TRIP TAKES PLACE FOR TWO OR MORE DAYS:

1) Are there medicines your son/daughter will need to take on this trip? NO______ YES______

2) Are their physical limitations that should be noted? NO______ YES______ If YES Explain:

____
Signature of Parent/Guardian

__________ Date

__________ Phone Number

SPECIAL NOTICE OF PARENTS:

In case of emergency or inability to reach us. this will authorize school supervisors to arrange necessary medical or hospital care.

DATE____________________ SIGNATURE______________________________

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DIVERSIFIED OCCUPATIONS I

D. O. FAIR COMPETETION

GENERAL INFORMATION: The DO Fair will be held at PROVE High School in Lake stevens on May 15. The buses will leave at approximately 8:00, and will return approximately 2:00 at the high school. You may not drive your own car. If you need to make arrangements to get off work, do so now. I feel that if you really want to participate in this activity, you can get the time off work (in most cases). Afterall, you seem to be able to get off work for concerts, etc.

You should dress nicely and may change your clothes if you want to. For example: you finish the interview competetion and want to put pants on.

There is a smoking area available at this school and you are expected to follow the school rules regarding this.

HUMAN RELATIONS: This will be a case study situation where you will read a human relations situation. You will have 10 minutes to read and prepare for the competetion. You will need to talk about the problem for approximately 3 minutes. You will be penalized for every ½ minute that you talk under the 3 minutes and ½ minute that you talk over the 3 minutes. You will be allowed to make notes on note cards before you begin talking. I have a sample score sheet for this.

MATH: This will be a multiple choice type of test. The last answer for every problem will be "none of the above." You will be expected to calculate problems of addition, subtraction, multiplying, dividing, percents, discounts, and story problem. This will be timed, no calculators and there will be no metric problems.

JOB INTERVIEW: Must have letter of application, and a resume. You will be expected to fill out an application when you get to the interview. You will be applying for an entry level food service position. I will have a score sheet available for this competetion.

PUBLIC SPEAKING: You will be expected to speak for 3-5 minutes on a given topic--this will be something relevant to you (ex: the draft, the drinking age). You will have 10 minutes to prepare and may make notes on note cards. You will be penalized for speaking under 3 minutes and over 5 minutes.

DIVERSIFIED OCCUPATIONS I

FOOD SERVICE: This will be a selling situation in a restaurant. Must be able to take an order, add it up, make change, and demonstrate good human relations skills. A score sheet will be provided for this.

JOB FINDING SKILLS: This will be a test-like situation where you will be asked questions relating to finding a job and things you do when applying and interviewing for a job. A sample question: Who might be able to help you find a job?

SCRAPBOOK: This is a photo album type book that keeps record of all the activities of our DO class. Such things as pictures of Employee of Month, Club Fair at Mariner, etc.

BANNER: No larger than 3 ft. x 6 ft. This can be made out of tag board or butcher. The theme is "Working Toward Sucess."

To participate in the DO Fair, you must enter in at least 1 activity (other than the scrapbook and banner). You will be graded on the activities that you enter and your cooperation at the competetion.

DIVERSIFIED OCCUPATIONS I

DIVERSIFIED OCCUPATIONS FAIR
BUSINESS MATH

ADD:
7
52
644
83
---

a) 686
b) 786
c) 806
d) 796
e) none of the above

398 + 1986 - 287

a) 2681
b) 2087
c) 2671
d) 2097
e) none of the above

SUBTRACT: 2,315
1,294
-----

a) 1,111
b) 1,121
c) 21
d) 1,021
e) none of the above

****

SUBTRACT 187 FROM 1175

a) 877
b) 988
c) 1077
d) none of the above

MULTIPLY 4207 BY 32

a) 33,656
b) 134,624
c) 147,245
d) none of the above

27
x79
----

a) 106
b) 2043
c) 2133
d) none of the above

****

14,965 DIVIDED BY 73

a) 205
b) 25
c) 29
d) 195
e) none of the above

DIVIDE 7482 BY 173

a) 43.248
b) 432.48
c) 43284
d) 4.3248
e) none of the above

****

ADD:
49.17
.78
5.00
15.07
-----

a) 70.02
b) 69.92
c) 69.02
d) 70.92
e) none of the above

5.89 + .273 + 6.4 + 52

a) 9.78
b) 13.083
c) 64.563
d) .978
e) none of the above

14.7 - 1.74

a) 14.7
b) 13.044
c) 13.06
d) 16.44
e) none of the abov

DIVERSIFIED OCCUPATIONS I

* * *

9 .549

a) .061
b) 61
c) .061
d) .0061
e) none of the above

6.909 4.7

a) 1.57
b) 1.47
c) .6803
d) 147
e) none of the above

.091 X 8.2

a) .7362
b) 7.462
c) .7462
d) 74.62
e) none of the above

* * *

18.5
X6.2
----

a) 114.7
b) .147
c) 24.7
d) 113.7
e) none of the above

MULITPLY : 2.6 BY 4.7

a) 12.22
b) 122.2
c) 12.42
d) 13.22
e) none of the above

ROUND TO THE
NEAREST TENTH:
12.575

a) 12.58
b) 12.6
c) 12.42
d) 13.0
e) none of the above

* * *

8 is what % of 16?

a) 1/2 %
b) 2 %
c) 200 %
d) 50 %
e) none of the above

125% of 24 is

a) 3000
b) 300
c) 30
d) 3
e) none of the above

70% of 70 is

a) 4
b) 4900
c) 1
d) 400
e) none of the above

* * *

325 is 65% of what?

a) 211.25
b) .002
c) 500
d) 5
e) none of the above

25% of 24 is

a) .68
b) 425
c) 4.25
d) 68
e) none of the above

108 is what % of 36?

a) 3%
b) 300%
c) .33 1/3%
d) 33 1/3%
e) none of the above

* * *

ADD:
17 yrs. 6 mo. 3 days
5 yrs. 7 mo.12 days
12 yrs. 2 mo. 5 days
----

a) 35 yrs. 7 mo.
b) 35 yrs. 5 mo.20 days
c) 35 yrs. 3 mo. 5 days
d) 35 yrs. 3 mo.20 days
e) none of the above

A plane flew 300 miles from New York to Los Angeles in 7 hours, 30 minnutes. What was its average speed?

a) 225 mph
b) 400 mph
c) 428 4/7 mph
d) 200 mph
e) none of the above

A piano can be purchase for $975 cash or $100 down and $32.15 a month for 30 months. How much more does it cost on th installment plan?

a) $10.50
b) $110.50
c) $964.50
d) $89.50
e) none of the above

DIVERSIFIED OCCUPATIONS I

* * *

Sam applied for a job selling magazines. He was offered $ .30 every $ 2.50 worth of subscriptions. What was the percent of his commission?

a) 80 1/3 %
b) 12 %
c) .12 %
d) 75 %
e) none of the above

What is 1/3 of 7 hours, 12 minutes?

a) 2 hrs. 37 1/2 mins.
b) 2 hrs. 4 1/3 mins.
c) 2 hrs. 24 mins.
d) 21 hrs. 36 mins.
e) none of the above

* * *

```
  328
+ 789
-----
```

a) 1317
b) 1117
c) 1217
d) none of the above

```
  7982.02
    21.05
    34.02
+ 8043.7
---------
```

a) 16,80019
b) 16,08.079
c) 16080.79
d) none of the above

```
   62937
   58185
+ 073488
 -------
```

a) 128370
b) 128270
c) 1284700
d) none of the abov

* * *

24 + 360 + 7 - 5

a) 391
b) 386
c) 376
d) none of the above

48 - 7 + 3 - 10

a) 33
b) 34
c) 52
d) none of the above

52 + 3 - 7 + .2

a) 482
b) 48.2
c) 4.82
d) none of the above

* * *

.007 + 65.2

a) 65.207
b) 652.07
c) 6.5207
d) none of the above

28.037 - .0032

a) 28.0338
b) 280.338
c) 2.80338
d) none of the above

1.4 + 00.6 + 60.01

a) .6201
b) 6.201
c) 62.01
d) none of the above

DIVERSIFIED OCCUPATIONS I

* * *

573 - 491

a) 82
b) 92
c) 72
d) none of the above

86542 - 76568

a) 9974
b) 8974
c) 8964
d) none of the above

```
 7,000
-5,296
-------
```

a) 1704
b) 1604
c) 1714
d) none of the above

* * *

$1.29 OUT OF $5.00

a) $3.12
b) $3.15
c) $3.71
d) none of the above

$ .21 OUT OF $ .50

a) $ .30
b) $ .27
c) $ .29
d) none of the above

$2.76 OUT OF $10.00

a) $5.24
b) $6.24
c) $7.24
d) none of the above

* * *

DIVERSIFIED OCCUPATIONS I

MARK-UP AND MARK-DOWN

1) An album that costs $12.00 is on sale for 1/3 off. How much will it cost?

2) A concert ticket is $10.00. The ticket agency adds a 10% charge for handling. What does the ticket cost?

3) You want to buy a jacket. There are three jackets you like: Jacket #1 is $100, Jacket #2 is $60, and Jacket #3 is $50. All are on sale at 40% off and you only have $35. Which jacket can you buy?

4) You buy 4 items at $5.49, $4.26, $6.23, $4.02. Tax is 5%. What is the total?

5) You have an item that is marked 25% off and the sale price is $9.00. How much did it originally cost?

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DIVERSIFIED OCCUPATIONS I

PAYROLL

1) If you worked 20 hours last week and earned $3.50 an hour, how much did you earn that week?

2) Your gross income for the last pay period was $210. The following deductions were made: $50 for federal taxes, $5 for social security and $3.72 for insurance. What would your take-home pay be?

3) Fred came to work at 8 a.m., he went to lunch at 11:30 a.m., he came back from lunch at noon, and went home at 4:30 p.m. How many hours did he work?

4) Use the number of hours from problem 3 and figure Fred's pay at the rate of $5.32 an hour.

5) If you needed to earn $450 a month, and are making $4.00 an hour, how many hours do you need to work a month?

DIVERSIFIED OCCUPATIONS I

DIVERSIFIED OCCUPATIONS FAIR
BUSINESS MATH
TEST

1) Add:
9
54
464
38

2) 893 + 6891 - 782=

3) Subtract:
5,132
4,921

4) Subtract 781 from 5711

5) Multiply 7024 by 23

6)
72
x 97

7) 5694 divided by 73

8) Divide 2847 by 371

9) Add:
71.94
.87
0.05
70.51

10) 9.85 + .372 + 4.6 + 25

11) 7.41 - 4.71

12) 9   .945

13) 9.096   4.7

14) .190 x 2.8

15)
5.81
x 2.6

16) Multiply: 6.2 by 7.4

17) Round to the nearest tenth: 57.521

18) 9 is what % of 18?

19) 125% of 25 is?

20) 60% of 60 is?

21) 325 is 65% of what?

22) 25% of 36 is?

23) 108 is what % of 36?

24) Add:
3 years 6 months 7 days
12 years 5 months 9 days
4 years 7 months 24 days

25) A car went 120 miles from Bothell to Ellensburg in 1½ hours. What was its average speed?

26) A stereo can be punchases for $675 cash or $125 down and $100 a month for 6 months. How much more does it cost on the installment plan?

27) Sue applied for a job selling shoes. She was offered $ .12 for every $1.00 worth of shoes she sold. What was the % of her commission?

DIVERSIFIED OCCUPATIONS I

28) What is ¼ of 3 hours and 24 minutes?

29) 823
+987

30) 42 + 63 - 7 - 5

31) 2023.97
50.12
20.43
+ 7340.8

32) 73926
58185
+083437

33) 84 - 7 + 3 - 10

34) 25 - 7 - 3 + .5

35) .009 + 2.56

36) 73.082 - .0023

37) 4.1 + 00.7 + 10.06

38) 373 - 194

39) 24508 - 16567

40) 9,000
-6,925

41) $9.21 out of $10

42) $ .12 out of $ .50

43) $6.72 out of $50

44) A shirt that cost $30 is on sale for 1/3 off. How much will it cost?

45) A table sells for $250. The delivery charge is 5%. What will it cost to have the table delivered.

46) If you work 42 hours at $4.20 an hour, how much will you earn?

47) If you need $600 a month, how much will you need to make an hour if you work 45 hours a month?

48) Why does credit cost more then cash?

49) If Fred earns 40% commission on his sales, and he sells $2,000 worth of merchandise, how much will he earn?

50) 2 + 2

DIVERSIFIED OCCUPATIONS FAIR
FOOD SERVICE
TEST

You have just seated two customers at their table for breakfast. They have their menus and are ready to order.

You are to take their order on the order form provided. Once you have their order, serve them their meal. When you serve the drinks, one customer asks for coffee, too.

When they finish their meal, figure their bill (including tax). The customer will pay you for the bill. You are to give the the proper amount of change.

Their order is as follows:

French toast with a side of bacon and a large milk
Ham and cheese omemlet with a side of hash browns and a small orange juice

They pay their bill with a $50.00 bill.

DIVERSIFIED OCCUPATIONS I

DIVERSIFIED OCCUPATIONS FAIR
FOOD SERVICE

MYSTIC UNICORN RESTAURANT

BREAKFAST MENU

French Toast	$2.00
Pancakes (six)	$1.75
Omelets:	
Cheese	$3.25
Ham and Cheese	$3.60
Eggs (two--any style)	$1.50

Side Orders:

Sausage	$1.75
Bacon	$1.50
Toast	$ .95
Hash Browns	$ .85
Cinnamon Roll	$1.30

Beverages:

Coffee	$ .50	
Tea	$ .45	
Milk	$ .50 small	$ .80 large
Juices (orange or apple)	$ .50 small	$ .75 large
Pop (Coke, 7-up or Tab)	$ .45 small	$ .64 large

TAKING ORDERS

Using the following order forms, fill them out for the following orders:

Order #1:

2 French Toast
Side of Bacon with 1 French Toast
1 Coffee with French Toast without bacon
1 large Orange Juice with French Toast with bacon
1 Ham and Cheese Omelet
Side to toast with omelets
1 small Apple Juice with omelet

Order #2:

Scramble eggs
Side of bacon
Side of hash browns
Cofee
Small milk

Order #3:

Pancakes (split for two people and give seperate plates)
Side of Sausage
Small Orange Juice with sausage
Side of Toast (wheat bread)
Large Coke with toast

FIGURING THE BILL

*Using the attached tax sheet, figure the total bills for the orders you just filled out.

DIVERSIFIED OCCUPATIONS I

ORDER FORM

Waiter/Waitress________________Date_______________Time________________

Quantity	Item	Unit Price		Extended Price	
Sub-Total					
Tax					
TOTAL					

THANK-YOU!

DIVERSIFIED OCCUPATIONS I

5% SALES TAX TABLE

Amount of Sale	Tax	Amount of Sale	Tax	Amount of Sale	Tax	Amount of Sale	Tax
.01 - .10	.00	5.90 - 6.09	.30	11.90 - 12.09	.60	17.90 - 18.09	.90
.11 - .27	.01	6.10 - 6.29	.31	12.10 - 12.29	.61	18.10 - 18.29	.91
.28 - .47	.02	6.30 - 6.49	.32	12.30 - 12.49	.62	18.30 - 18.49	.92
.48 - .68	.03	6.50 - 6.69	.33	12.50 - 12.69	.63	18.50 - 18.69	.93
.69 - .89	.04	6.70 - 6.89	.34	12.70 - 12.89	.64	18.70 - 18.89	.94
.90 - 1.09	.05	6.90 - 7.09	.35	12.90 - 13.09	.65	18.90 - 19.09	.95
1.10 - 1.29	.06	7.10 - 7.29	.36	13.10 - 13.29	.66	19.10 - 19.29	.96
1.30 - 1.49	.07	7.30 - 7.49	.37	13.30 - 13.49	.67	19.30 - 19.49	.97
1.50 - 1.69	.08	7.50 - 7.69	.38	13.50 - 13.69	.68	19.50 - 19.69	.98
1.70 - 1.89	.09	7.70 - 7.89	.39	13.70 - 13.89	.69	19.70 - 19.89	.99
1.90 - 2.09	.10	7.90 - 8.09	.40	13.90 - 14.09	.70	19.90 - 20.09	1.00
2.10 - 2.29	.11	8.10 - 8.29	.41	14.10 - 14.29	.71	20.10 - 20.29	1.01
2.30 - 2.49	.12	8.30 - 8.49	.42	14.30 - 14.49	.72	20.30 - 20.49	1.02
2.50 - 2.69	.13	8.50 - 8.69	.43	14.50 - 14.69	.73	20.50 - 20.69	1.03
2.70 - 2.89	.14	8.70 - 8.89	.44	14.70 - 14.89	.74	20.70 - 20.89	1.04
2.90 - 3.09	.15	8.90 - 9.09	.45	14.90 - 15.09	.75	20.90 - 21.09	1.05
3.10 - 3.29	.16	9.10 - 9.29	.46	15.10 - 15.29	.76	21.10 - 21.29	1.06
3.30 - 3.49	.17	9.30 - 9.49	.47	15.30 - 15.49	.77	21.30 - 21.49	1.07
3.50 - 3.69	.18	9.50 - 9.69	.48	15.50 - 16.69	.78	21.50 - 21.69	1.08
3.70 - 3.89	.19	9.70 - 9.89	.49	15.70 - 15.89	.79	21.70 - 21.89	1.09
3.90 - 4.09	.20	9.90 - 10.09	.50	15.90 - 16.09	.80	21.90 - 22.09	1.10
4.10 - 4.29	.21	10.10 - 10.29	.51	16.10 - 16.29	.81	22.10 - 22.29	1.11
4.30 - 4.49	.22	10.30 - 10.49	.52	16.30 - 16.49	.82	22.30 - 22.49	1.12
4.50 - 4.69	.23	10.50 - 10.69	.53	16.50 - 16.69	.83	22.50 - 22.69	1.13
4.70 - 4.89	.24	10.70 - 10.89	.54	16.70 - 16.89	.84	22.70 - 22.89	1.14
4.90 - 5.09	.25	10.90 - 11.09	.55	16.90 - 17.09	.85	22.90 - 23.09	1.15
5.10 - 5.29	.26	11.10 - 11.29	.56	17.10 - 17.29	.86	23.10 - 23.29	1.16
5.30 - 5.49	.27	11.30 - 11.49	.57	17.30 - 17.49	.87	23.30 - 23.49	1.17
5.50 - 5.69	.28	11.50 - 11.69	.58	17.50 - 17.69	.88	23.50 - 23.69	1.18
5.70 - 5.89	.29	11.70 - 11.89	.59	17.70 - 17.89	.89	23.70 - 23.89	1.19

DIVERSIFIED OCCUPATIONS I

HUMAN RELATIONS

1) You bring a customer their order and they claim it is too cold. What should you do?

2) A cup of coffee spills on a table where customers are seated. What should you do?

3) An order gets mixed up in the kitchen and you don't realize it until the customer complains that they ordered a ham and cheese omelet and you brought them a cheese omemlet. What should you do?

4) You give a customer his bill and he doesn't have enough mone to pay for it and he is there alone. What should you do?

5) A customer orders something you do not have on the menu. What should you do?

DIVERSIFIED OCCUPATIONS FAIR
FOOD SERVICE

RATING FORM

Student's Name________________________School__________________

		Points Possible	Points Earned
1.	Suggestion Selling--Did the student suggest a side order to the customer?	10	
2.	Substitute Selling--Did the student try to substitue another side order?	10	
3.	Addition of Bill--Was customer's order added correctly and tax included?	20	
4.	Change Made--Was the right amount of change given and counted back correctly?	20	
5.	Human Relations--Did the student handle the customers tactfully and in a businesslike manner?	20	
6.	Overall Impression	20	

TOTAL__________________

DIVERSIFIED OCCUPATIONS FAIR
HUMAN RELATIONS
CASE STUDIES

#1 Doug is a co-op student in high school. He works at Block's Department Store in the men's furnishings department as a salesperson. Last night, Doug sold $85 worth of merchandise to a man who presented Doug with a check for payment. Doug was alone in the department and he did not have authority to okay a check. He excused himself from the customer and began to look for a department manager to authorize the check, but could find nobody in the store. Evidently, everyone had gone out for coffee at the same time. Doug suggested to the customer that he charge the merchandise--he did all he could to save the sale. But the customer left very angry and said he was going to see the manager the next day about the incompetence of the employees. Two days later, Mr. Bohannon, Doug's superior, really chewed Doug out for losing the sale and not accepting the check. Mr. Drummond, the store manager, had received a complaint on the situation from the customer.

A. Identify the true problem.
B. What are the important facts to be considered in this problem?
C. List several possible solutions (from every point of view).
D. Evaluate the possible results of each solution.
E. Which solution do you recommend? Why?

DIVERSIFIED OCCUPATIONS I

#2 Mark has always been very neat and meticulous about himself as well as his work. He is a perfectionist. Mark has been working at the Save-Plenty, a supermarket, for two years now. He has moved up from package boy to head stocker. His neatness and desire for perfection are obvious when you see the store. All the shelves are filled and everything is straight and neat.

Greg, a Diversified Occupations student, has been on the job as a junior stock clerk for two weeks. He is in the process of building a pyramid of canned peaches when all of a sudden the whole thing crashes down and cans go rolling down the aisles. Mark comes running up, his face read as a beet, and says, "You idiot! I told you to keep the stack tight or that would happen. You pick up those cans and take them to the back room. I'm going to have you stacking and taking down and restacking until you wish you'd never seen a can of peaches!"

What is the problem? What are the important facts to be considered in this problem? Give several possible solutions (from every point of view). Evaluate the possible results of each solution. Which solution do you recommend? Why?

DIVERSIFIED OCCUPATIONS I

#5

You are looking forward to the end of today's work. You have already bought tickets and are planning to go to a rock concert with friends. Your department manager, Mr. Smitha, comes to see you in the middle of the afternoon. He says it will be necessary for you to work overtime tonight. There is an important job that must get out. You really don't want to work tonight. What do you think is fair? How can you handle this stiuation? What are your alternatives? What would you do if this happened to you?

DIVERSIFIED OCCUPATIONS I

#1

You have accepted an invitation to a friend's house for Saturday afternoon. The next day, your parents announce that the family is going away for the weekend. This is a change that upsets a plan you have made. You explain this to your parents. They tell you that they can't help it. There are important reasons for the weekend trip. They can't change their plans for yours.

Assume there is no point in arguing. The purpose of the trip your parents are planning is important. You have a change to deal with.

Remember, there is no single solution to every problem. Each person and his or her problems are individual. So, deal with this problem in your own way. Find your own solution.

Problem Statement: ______________________________

____

____

Alternatives: __________________________________

____

____

____

Best Course of Action: __________________________

____

____

____

DIVERSIFIED OCCUPATIONS I

#5

You work for a company that sells video games. Your company was the first one in the business. You are known to be a leader in your field.

Suddenly, a new company has begun to compete with yours. For its advertising campaign, this company has chosen a route of conflict. Their television commercials state that their games are more real than yours. They show your games and theirs on television. They say theirs are better because their television pictures are "closer to the real thing."

Assume that executives of your company have started to analyze the problem. The problem has been identified as follows: "Find the best course of action in dealing with our competitor's claims."

The following alternatives have been listed:

- *Do nothing. The competitive claims may not hurt us. After all, they are advertising our products along with theirs. Experience has shown that such advertising programs often backfire.*
- *Increase our advertising. Concentrate on the most popular features of our own games.*
- *Meet the competition head on. Tell the public that we have more games than anyone else. They are better off buying our equipment because we will continue to bring out more new products than anyone else.*
- *Reduce our prices and increase our advertising. We have been on the market longer. So, we have earned enough money to pay for our products. If we drop prices, we can probably increase sales. We won't lose money if we drop prices. Our competitor probably will.*

In the space below, discuss the consequences of each of these alternatives. Recommend the alternative that you feel would be best.

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DIVERSIFIED OCCUPATIONS I

DIVERSIFIED OCCUPATIONS FAIR
HUMAN RELATIONS

RATING SHEET

CONTESTANT________________________________ CHAPTER________________

SCHOOL__________________________________ CITY OF________________

LENGTH OF PRESENTATION__________MINUTES__________SECONDS

Directions: 1. Fill out a separate sheet for each contestant.
2. Please circle one (1) number behind each point listed.
3. Please total the points that have been circled and record opposite "Gross Points".

---

1. DEPTH OF ANSWER: Has the contestant contestant considered all the potential problems and implications of the final solution? Did the contestant utilize sound human relations techniques?	25	20	15	10	5
2. PRACTICABILITY; Is the solution realistic? Would it work? Does it solve the problem or simply treat the symptoms?	25	20	15	10	5
3. ORGANIZATION: Logic, clarity, coherence, summary.	25	20	15	10	5
4. DELIVERY: Naturalness, poise, effectiveness, emphasis, gestures, eye contact, mannerisms.	25	20	15	10	5
5. VOICE: Pitch, tempo, volume, enthusiasm, diction, grammer, pronunciation.	25	20	15	10	5

TOTAL GROSS POINTS____________________

SPECIAL REMARKS:____

____

____

FOR CONTEST CHAIRMAN'S USE ONLY:

Total of Gross Points received from all judges ____________
Minus Penalty Points ____________

One penalty point will be given for each second under 1 1/2 minutes or over 3 minutes.

TOTAL NET POINTS ____________

DIVERSIFIED OCCUPATIONS I

DIVERSIFIED OCCUPATIONS FAIR
JOB INTERVIEW
RATING FORM

DIRECTIONS TO INTERVIEWER: Circle the word that best describes the person during the interview.

Name of Person Interviewed:______________________________

Name of Interviewer:______________________________

Date of Interview:______________________________

1. This person is dressed appropriately for this job interview.
   yes no somewhat
2. This person introduced him/herself and shook hands with the interviewer.
   yes-with-confidence yes-but-lacked-confidence no
3. This person asked pertinent questions about the job.
   yes no somewhat
4. This person answered questions completely and honestly.
   yes no somewhat
5. This person entered the interview alone.
   yes no
6. This person was not chewing gum.
   yes no
7. This person was on time for the interview.
   yes no
8. This person thanked the interviewer for the interview.
   yes no

Score:

Number scored positively: __________ (yes, somewhat)

Number scored negatively: __________ (no)

NOTE: If positive score is 6 or above, the learner has met the interview objective.
"Somewhat" is considered positive but should be considered in the educational plan.

COMMENTS AND/OR EDUCATIONAL PLAN:

DIVERSIFIED OCCUPATIONS I

DIVERSIFIED OCCUPATIONS FAIR
JOB SKILLS

*To prepare for the Job Skills Test read the following chapters from World of Work book and do the problems indicated. When you have done all three chapters, turn your work in and get the test.

CHAPTER 1:

*Read Pages 3 - 20
*Do the Check-Ups on Pages 3, 5, 10, 20
*Do the Discussion and Review questions

CHAPTER 2:

*Read Pages 22 - 35
*Do the Check-Ups on Pages 24, 28, 31
*Do the Discussion and Review questions

CHAPTER 3:

*Read Pages 38 - 51
*Do the Check-Ups of Pages 39, 41, 42, 43, 45, 48
*Do the Discussion andReview questions

DIVERSIFIED OCCUPATIONS I

DIVERSIFIED OCCUPATIONS FAIR
JOB SKILLS

TEST

This is a True/False test.

---

1. Experience in part-time jobs is not as valuable as full-time jobs when seeking employments.

2. If your interviewer does not ask questions about your past difficulties with others on the job, you should volunteer them.

3. In a job search effort, you should concentrate on potential jobs you realistically feel you can handle.

4. A thorough research of the job's duties will give you confidence for your interview.

5. First impressions at the interview are brief but long lasting.

6. A private employment agency will find job openings for you at no charge.

7. Potential employers are not interested in your hobbies or outside interests.

8. Public employment agencies charge substantial fees for their assistance in helping you find a job.

9. Never telephone in response to a newspaper advertisement unless the ad directs you to do so.

10. Bringing a friend, well dressed, along with you to a job interview may give you confidence and help you get the job.

11. A government office charges a dollar fee for job placement assistance.

12. Vocational tests given by employment agencies help select the area the applicant is best suited for.

13. Friends can be helpful in securing a job lead and should accompany you when making job application.

14. In writing a resume, the applicant should limit detail to one page.

15. On job application forms, questions asking for information on race and religion are not allowed according to law.

16. The purpose of a preliminary interview is to obtain additional information from the job applicant and to verify information on the application.

17. Reference checks are not usually made on teenage job applicant.

18. Storekeepers must pay a monetary fee to obtain a report on a job application.

DIVERSIFIED OCCUPATIONS I

19. Sometimes retailers will require an applicant to take a lie detector test before being employed.

20. Want ads in newspapers are not usually a good place to look for a job.

21. Blind ads printed in newspapers are illegal.

22. A copy of your resume should be enclosed with your letter of application.

23. Your immediate job goals should be the same as your long-term career objectives.

24. You should not ask for a job interview in your letter of application.

25. It is fair for an employer to evaluate you for a job in only a twenty to thirty minute interview.

26. The use of personal contacts in obtaining a job mean you have not made it on your own.

27. A letter of application is a written request for a job.

28. It is unreasonable to ask close friends or relatives to help you find a job.

29. Private employment agencies do not charge you a fee for helping find you a job.

30. In a letter of application, employers look for an error-free paper rather than work and skills experience.

31. Employment agencies are well suited to help you find a job you may be qualified for.

32. A personal data sheet is one of the best ways of presenting your talents and interests.

33. Making a good first impression is the same as looking right and acting right.

34. If you know your references well, it isn't really necessary to ask their permissic to use their names.

35. The most common reasons employers reject applicants is because of sloppy applications, poor personal appearances or inadequate job interest.

36. Arithmetic tests are not usually given at interview time but after applicant has been hired.

37. Initiative is steady diligent effort.

38. Industriousness is doing things without being told.

39. Sales slip for Paula McGrath: Pen for 59¢; Ruler for 19¢; Sales Tax. .05. What is the total purchase price?

a. 81¢ b. 83¢ c. 82¢

DIVERSIFIED OCCUPATIONS I

40. Sales slip for Ben Krassler: Tube Toothpaste 1.79; Bottle of Shampoo for $2.98; four bars of soap at 41¢ each; Sales Tax rate of 3%. What is the total purchase price?

a. $6.50 c. $6.70 c. $6.60

41. Wanda Fong had a choice of two sizes of Plaster of Paris. The five-pound box sells for $1.29 while a one-pound box sells for 59¢. Which size is the better buy?

a. one-pound box b. no difference c. five-pound box

42. Jim Glaser is buying mint tea bags. The brand he prefers is sold in boxes of 16 bags for 47¢, 48 bags for 99¢, 100 bags for $1.69 and 150 bags for $1.99. Which size box is the best buy?

a. 16 for 47¢ b. 48 for 99¢ c. 100 for $1.69

d. 150 for $1.99

43. On the job enthusiasm is most easily shown by looking alert and alive.

44. By showing pride in your department and place of business, you are demonstrating enthusiasm.

45. The ability to say and do the right thing is called tact.

46. Empathy is the ability to feel the way another person does.

47. You can develop good co-worker's relations if you practice treating co-workers as individuals -- never pass the buck and stand up for yourself.

48. $4.50 ÷ 2/3 =

a. $4.75 b. $6.75 c. $5.75

49. When applying for a job, you will be interviewed by employers who are looking for the best person to fill their needs.

50. Very few companies still require you to fill out an application form.

51. For some kinds of work it is necessary to take a performance test.

52. In order to work before age sixteen, you'll need a work permit.

53. A regional accent always means that one is speaking nonstandard English.

54. Job applications may be filled out in pencil.

55. A letter of application is sometimes required before you are interviewed.

56. When writing a letter of application, you should first tell how you learned about the job.

57. If you are writing to a personnel office and do not know the name of the manager, it is best to begin the letter with "Dear Sir or Madam."

DIVERSIFIED OCCUPATIONS I

58. When sending a letter of application, it is acceptable to include a personal data sheet.

59. What happens in a twenty-or thirty-minute interview can affect your whole future:

60. There is not much you can do to prepare for an interview.

61. If you are nervous, it is a good idea to take a friend in with you during the interview.

62. In deciding whether you should be hired, the interviewer will consider the way you are dressed and groomed.

63. It is best to be at least a half hour early for your interview.

64. You should stand until the interviewer asks you to sit.

65. If you have a purse, books, or other articles with you, you should place them carefully on the corner of the interviewer's desk.

66. It is now considered proper to light up a cigarette during the interview.

67. Some interviewers simply ask you to "tell about yourself."

68. When asked which job you are applying for, it is best to say "anything."

69. It is your responsibility to sense when the interview is over, thank the interviewer, and leave.

70. The most important factor in job success is attitude.

71. Over three-fourths of the young workers who lose their jobs do so because of poor attitude.

72. The ability to get along with others is something that you are "born with." It can't be learned.

73. The behavior we develop by the time we leave high school affects us for the rest of our lives.

74. By practicing, you can do a lot to become the kind of person others like.

75. Those who are most willing to "take on" unpleasant tasks are often the first to be given pay increases.

76. Stealing time is probably the most costly form of dishonesty on the job..

77. As a new worker, you may be resented for making suggestions, even though they are good ones.

78. Most employers like workers who follow directions exactly as given.

79. If you are too ill to go to work, it is best to stay home. Then, as soon as you're well let the employer know why you missed work.

80. Regardless of how you feel about it, it is best to appear to take criticism good-naturedly.

81. Regardless of how a criticism was meant, it is constructive or destructive depending upon how you use it.

82. If you cannot be loyal to your employer and your company, you should look for another job.

83. Introducing you to those with whom you will be working is not a responsibility of the employers.

84. Written evaluations of your work by your employer are illegal.

85. Your employer is required by law to pay the entire amount paid into your social security account.

86. It is not important to be friendly with your co-workers.

87. If one of your co-workers is difficult to get along with, you should do more than your share to get along.

88. It is never wise to take suggestions from co-workers about how to do your job.

Part II

Directions: The following is a matching quiz. Match the lettered term from Column B to the phrase in Column A that best describes the terms.

Column A		Column B
________	89. Shows the employer and worker that the kind of work and hours are legal.	A. Interviewer
________	90. The closing of a letter.	B. Personal data sheet
________	91. People who know you well and would recommend you for a job.	C. Work permit
________	92. Form used to provide additional information not usually written in a letter.	D. Sincerely
________	93. The person who talks with you to determine whether you are the best person for the job.	E. References

DIVERSIFIED OCCUPATIONS I

_______ 94. The formal style of speaking and writing that you have learned in your English classes.

_______ 95. Listing of your last job first, then your next-to-last job, etc.

_______ 96. Name and address of the company or person to whom you are writing.

_______ 97. The greeting of a letter.

_______ 98. One form of dishonesty on the job.

A. Standard English

B. Inside address

C. Dear Sir or Madam

D. Reverse chronological order

E. Pilfering

_______ 99. The main cause of young workers losing their jobs.

_______ 100. Explanation of what is good and bad about how you do your work.

A. Evaluation

B. Attitude

DIVERSIFIED OCCUPATIONS FAIR
PUBLIC SPEAKING
TIP SHEET

*Pitch of Voice: control the highness or lowness of your voice

*Volume of Voice: control the loudness of your voice; be sure you can be heard clearly, but not too loudly

*Diction: watch the way in which you say or pronounce words

*Speed: be careful not to speak to fast--or to slowly

*Tone of Voice: your voice can convey whether you are happy, angry, sad, nervous, etc--relax and be energetic and sincere

*Appearance: your personal appearnace can either distract or attract the attention of the audience--it can be a fine line between the two! Best bet is to be professional and stay away from bright and bizarre clothing and hair styles--unless that conveys the image you need to for your topic and audiance

*Posture: stand up straight and tall! Don't slouch and hide behind the podium!

*Be polite!

*Be Factual!

*Be Natural!

*Be Interesting!

*When putting you speech onto notecards (3 x 5's are best), double space so you can read it easier and are less likely to loose your place. Also, write only on one side and number each card in the top right corner. If you feel more comfortable having your speech written out word for word, do so. If not, try an outline form--just as a form of reminder. See me if you are having difficulties!

DIVERSIFIED OCCUPATIONS I

DIVERSIFIED OCCUPATIONS FAIR
PUBLIC SPEAKING

SPEECH SCORE SHEET

NAME of Contestant ____

Representing __________________ Club, City of __________________

Length of Presentation ________ Minutes, ____________ Seconds ____________

Directions:
1. Fill out a separate sheet for each contestant.
2. Please circle one (1) number behind each point listed.
3. Total the points that have been circled and record opposite "Gross Points."

	Very Good	Good	Average	Fair	Poor
1. Opening--(Appearance, introduction)	5	4	3	2	1
2. Voice--(Pitch, tempo, vol. & enthusiasm)	5	4	3	2	1
3. Platform Deportment--(Gestures, poise, eye-contact, mannerism)	10	8	6	4	2
4. Organization--(Logic, clarity, suitability, coherence)	20	16	12	8	4
5. Mechanics--(Diction, grammar, pronunciation, word picture)	10	8	6	4	2
6. Close--(Summary, conclusion)	5	4	3	2	1
7. Content--(Facts, value of ideas, validity of ideas)	25	21	17	12	9
8. Delivery--(Naturalness, effectiveness, emphasis)	20	16	12	8	4

Gross Points ______

JUDGES COMMENTS:

Less Penalty Points ________

NET POINTS ______

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME Leadership/Tours/Guest Speakers
2. LESSON NAME Tours
3. LESSON TIME on-going
4. TEACHER SET-UP
5. MATERIALS NEEDED Permission slips
6. PERFORMANCE OBJECTIVES

A) TSWBAT behave in a professional manner while on field trips (dress appropiately, act appropriately, etc.)

B) TSWBAT write a summary of the tour telling about the facility.

C) TSWBAT write a proper thank you to the facility toured.

7. EVALUATION
8. SPECIAL NOTES

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
1) Summary	1) Each student will write a summary of the tour upon return. They should write about the facility, what they do, etc. This is to be turned in and graded and then returned to the tour section in their notebook.
2) Thank-yous	2) Each student will write a thank-you to the facility that provided the tour. Spelling, neatness and format will be graded. Keep re-doing until right. Mail classes notes in one envelope.

DIVERSIFIED OCCUPATIONS I

POSSIBLE TOURS

*Boeing Field
*Post Office
*Zoo
*Bakery
*Restaurants
*Social Security Office
*Newspaper Office
*Department Store Display Department
*Hewlet Packard
*Telephone Company
*College Campus
*Employment Office
*Printers
*Airport

DIVERSIFIED OCCUPATIONS I

LESSON PLAN

1. UNIT NAME Leadership/Tours/Guest Speakers
2. LESSON NAME Guest Speakers
3. LESSON TIME On-going
4. TEACHER SET-UP
5. MATERIALS NEEDED
6. PERFORMANCE OBJECTIVES

A) TSWBAT recapture, in writing, the guest speakers presentation.

B) TSWBAT write proper Thank you notes to the guest speakers for their presentations.

C)

7. EVALUATION
8. SPECIAL NOTES **This is an on-going unit. Every time there is a guest speaker the student will do two things: write a summary of the presentation and a thank you note to the presenter. A certain amount of points will be assigned to each, and the accumulative total will be the grade for this unit at the end of the school year.

DIVERSIFIED OCCUPATIONS I

CONTENT OUTLINE	PROCEDURES
1) Summaries	1) Each student will be required to write a short summary of the presentation. When completed, hand in for a grade and then keep in their notebooks in the guest speaker section.
2) Thank-yous	2) Each student will be required to write a thank you note to the guest speaker. They will be graded on spelling, neatness and content form. I highly suggest they are to keep re-writing until done correctly. Mail or deliver to the speaker all together in one envelope.

DIVERSIFIED OCCUPATIONS I

POSSIBLE SPEAKERS

Name or Title	Topic
School Nurse	Personal hygiene
School Psychologist	Where to go for help if needed
Employers	What they look for in an employee
Past Students	What they got out of D.O. and how it helps them now
Advisory Committee Members	Tell about their company
Sue O'Neil	Put-downs

DIVERSIFIED OCCUPATIONS I

ENGLISH-SECOND-LANGUAGE STUDENT INFORMATION

Due to the large percentage of English-Second-Language (ESL) Students in my Diversified Occupations program at Mariner High, I have found it necessary to make some special arrangements for them.

The following is a Cambodian/English workbook that can be used by these students during the following units: Unit #2-Why We Work/ Introduction to the Job Market; Unit #4-Resume Writing; Unit #5-Job Applications; Unit #7-The Interview; and Unit #10-Career Exploration.

Depending on the English abilities, this can either be used as a substitute for those units , or an aid in understanding the other Units. Another valuable tool is the English/Cambodian dictionary available from the University of Washington Bookstore.

For difficulties in the other units I suggest getting a student aid who is trained to work with these students on a one-on-one basis. Also, many times the best thing to do is to explain to them as clearly as you possibly can, and then let them help each other--or other non-ESL students often have more patience and enjoy helping them!

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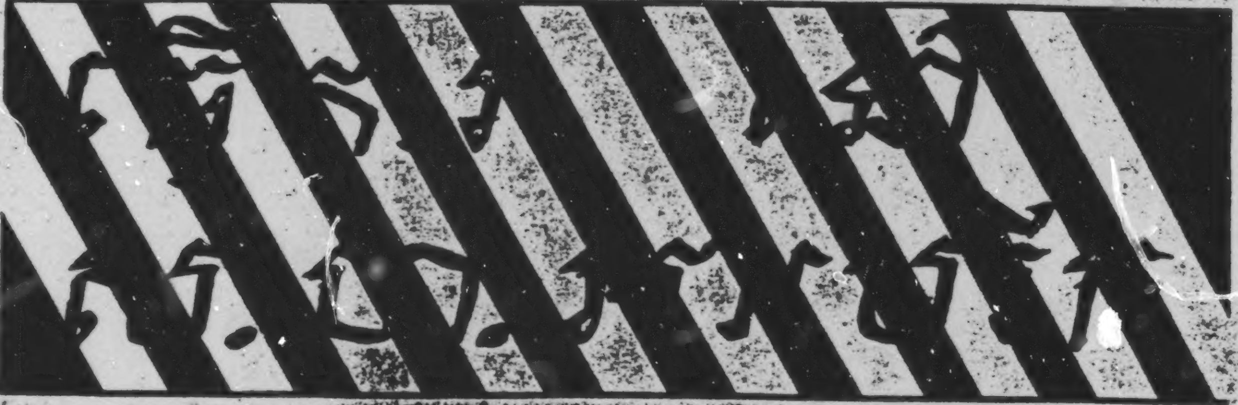
Cambodian



មាតិការឿង

ចំណោះផ្នែកវិជ្ជាធម៌ ១
ស្វះស្វែងរកអាជីព ២
ធ្វើម្ដេចបានចូលរួមការហ្វឹកហ្វឺនឲ្យបានដល់ ១០
ចូលកាន់ការងារចាប់ពីថ្នាក់ទាបទៅ ១៥
រកការងារធ្វើ ១៦
ចាប់ផ្ដើមការនឹងរក្សាការងារទុក ២៩
ធ្វើដូចម្ដេចនឹងផ្លាស់ការងារ ៣១

ដោយ
Renette Meltebeke

ជាមួយនិង
Mary Sweet

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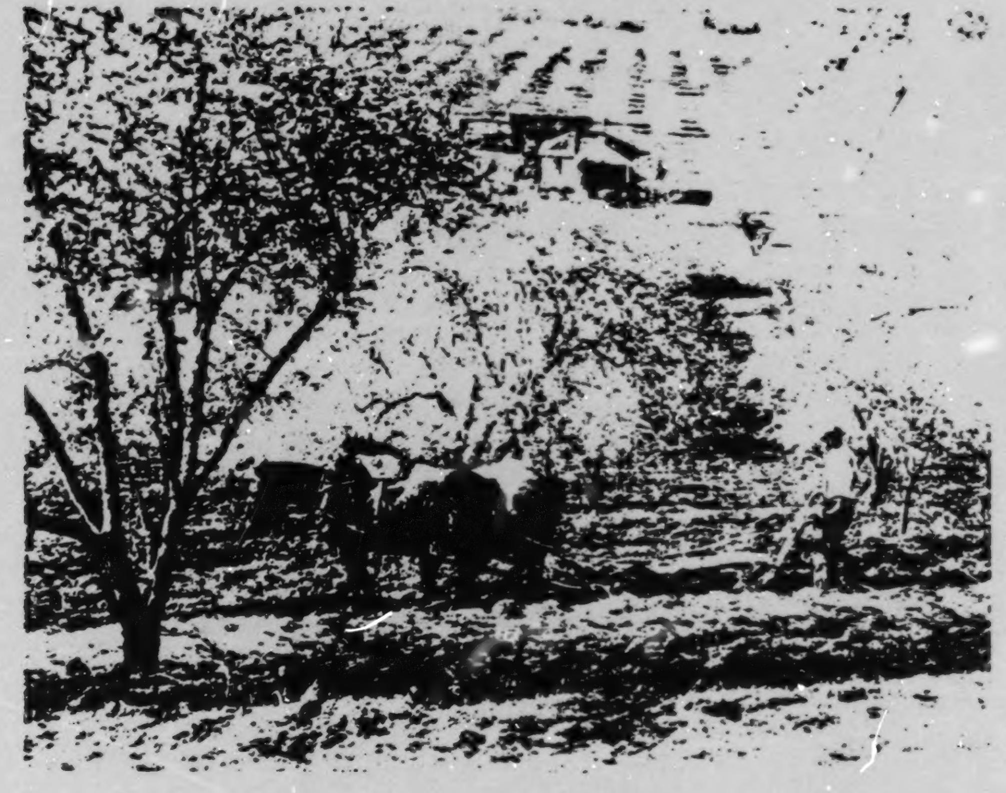


ចំពោះ ផ្នែក វប្បធម៌

នៅក្នុងប្រវត្តិសាស្ត្រ សហរដ្ឋអាមេរិកជាដំបូងប្រកបដោយសេចក្តីសង្ឃឹម និង កាលៈទេសៈ ដែលជំរុញនូវការចំរើន ។ ពេលខ្លះ គេអាចឃើញថា ជាភាពតឹងតែងមែន តែ បើគិតណាជាមានគ្រឿងការណ៍ ឃ្លាតចេញ ប្រុងប្រយ័ត្ន ធ្វើការ ម្នាក់ៗ អាចនឹងកែលំអ បុគ្គលបំណងរបស់ខ្លួន ។ ជនអាមេរិកាំង ម្នាក់ៗ ត្រូវតាំងចិត្តថាខ្លួនត្រូវធ្វើការក្នុងមួយជីវិត ។ សកម្មភាពដែលមានប្រយោជន៍ ដ៏ធំធេងក្នុងបំណុល របស់លោកអ្នកក្នុងជីវិតនេះ គឺការរបរនេះ ហើយ ប្រហែលមើលទៅ ។ ខ្លួនឯងត្រូវតែរកការរបរ ណា ដែលលោកអ្នកពេញចិត្ត ។ មនុស្សណាដែលមិនចង់ធ្វើការគិត បានសេចក្តីគោរព ពីអ្នកឯទៀតឡើយ ដោយគេទុកអ្នកខ្ជិលនោះថា

សមាជិកអាសារតិតការក្នុងសង្គម ដែលទុកខ្លួនឲ្យមនុស្សគេនឹងទៀតចិញ្ចឹម សកម្មភាពដោតដិំយក្នុងការរបរ ជាការល្អប្រសើរមួយផ្ទាល់ខ្លួនជន ម្នាក់ និងចំពោះសង្គមផង ។

ពេលខ្លះ មនុស្សច្រើនគ្នាអាចចោមរោមរកតែការរបរមួយមុខដូចគ្នា ។ និយោជកគេត្រូវការជ្រើសរើសរកអ្នកធ្វើការតែម្នាក់ទេ ។ ដូច្នេះ គេអាចយកអ្នកណាដែលឃើញថាស្ទាត់ជាងគេ ដែលប្រុងខ្លួននឹងធ្វើការ ហើយដែលមានការពិសោធន៍ និងការហ្វឹកហ្វឺនតាមតម្រូវ ។ ជួនកាល និយោជកគេមិនហ៊ានរើសរកអ្នកណា ដែលមានភាពខុសពីខ្លួនគេ ។ គេបានបង្កើតច្បាប់ដែលបង្ខំឲ្យរាប់រកស្មើគ្នាទាំងអស់ ជនណាក៏ដោយ ដ្បិតតែ អាយុ ភេទ សាសន៍ សាសនា និងជាតិខុសគ្នាដែរ ។ ក៏ប៉ុន្តែ បើលោកអ្នកសុខចិត្តប្រឹងធ្វើការឲ្យខ្លាំងជាងអ្នកឯទៀត លោកអ្នកអាចសរឲ្យឃើញថា លោកអ្នកធ្វើការកើត ។

សៀវភៅនេះ នឹងជួយបង្ហាញលោកអ្នកឲ្យជ្រាបអំពីការរបរណាដែលអាចរកបាន នៅស្រុកលោកអ្នក និងអំពីរបៀបណានឹងអាចរកការរបរមួយបាន ។

ស្វះស្វែងរកអាជីព

ស្រុកយើងមានការរបរជាង ២០.០០០ មុខ។ ជួនកាលមានការខ្លះដែលលោកអ្នកមិនដែលបានឮគេនិយាយសោះ ហើយដែលអាចកើតជាការរបរសមរម្យ សំរាប់លោកអ្នក។ បញ្ជីរមួយ ចំពោះការរបរដែលបានចែកជាក្រុមហើយ មាននៅខាងក្រោយនេះ។

ការអប់រំ	សុខភាព	បច្ចេកទេសផ្នែកវិទ្យាសាស្ត្រ
យានជំនិះដឹកនាំ	ធម្មជាតិ	ការលក់ដូរ
ការិយាល័យ	ឧស្សាហកម្ម	ជួសជុលគ្រឿងយន្ត
បរិចារកិច្ច	ការស្ថាបនា	បរិចារកិច្ចសង្គម

សម្តែងសិល្បៈ គំនូ និងគមនាគមន៍

នៅទំព័រខ្លះខាងក្រោយនេះ គេនឹងពណ៌នាជូនអំពីមុខការរបរជាក្រុមនេះ។ លោកអ្នកអាចរកពត៌មានថែមទៀតចំពោះការរបរមួយៗនោះ នៅក្នុងសាលារៀន បណ្ណាល័យ ការិយាល័យនៃការងារ និងការិយាល័យនៃកម្មវិធីហ្វឹកហ្វឺន។

ការអប់រំ

អ្នកកាន់ការងារនេះ ត្រូវបង្រៀន និងដឹកនាំជនគ្រប់អាយុ និងធ្វើការជំនាញខាងពាក្យ និងលេខ ។ ដើម្បីធ្វើការងារនេះ ត្រូវចេះបង្កើតការ ចេះឲ្យគេតាមបាន ចេះទ្រាំស៊ូ និងចេះធ្វើការជាមួយមនុស្សដទៃទៀត ។

ឧទាហរណ៍ចំពោះការងារវិស័យនេះមាន ៖

គ្រូបង្រៀនបឋមសិក្សា
គ្រូបង្រៀនអម
គ្រូបង្រៀនមធ្យមសិក្សា
បណ្ណារក្ស
បណ្ណារក្សរង

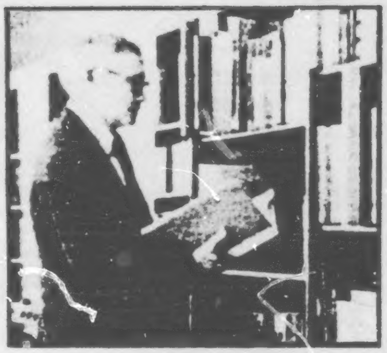
៦

សុខភាព

អ្នកកាន់របរខាងនេះ ជួយថែទាំមនុស្ស ដែលមានអាពាធ និងកាយវិបត្តិ ។ សកម្មភាពមានភ្ជាប់នឹងការថែរក្សាឯងម៉្លី តាមគេកំណត់បញ្ជាឲ្យ រក្សាកំណត់ទុកកុំឲ្យបាត់ ឬ រៀនជំនាញក្នុងការជួយសង្គ្រោះមនុស្ស ។ ឧទាហរណ៍ការរបរអស់នោះមាន ៖

អ្នកបច្ចេកទេសខាងវិជ្ជាពេទ្យ	គិលានុបដ្ឋាក
អ្នកអនាម័យខាងធ្មេញ	គិលានុបដ្ឋាករង

អ្នកបច្ចេកទេសនៅទីពិសោធខាងធ្មេញ

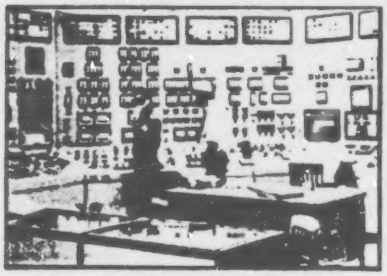


បច្ចេកទេសខាងវិទ្យាសាស្ត្រ

អ្នកកាន់របរខាងនេះធ្វើការស៊ើបរក ស្រាយបញ្ហា និងប្រើប្រាស់សម្ភារៈក្នុងទីពិសោធខាងវិទ្យាសាស្ត្រ ។ ឧទាហរណ៍ការរបរវិស័យនេះមាន ៖

អ្នកវិទ្យាសាស្ត្រ	ចិត្រករ
អ្នកគណិតសាស្ត្រ	វិស្វករ

អ្នកបច្ចេកទេសខាងការពិសោធ

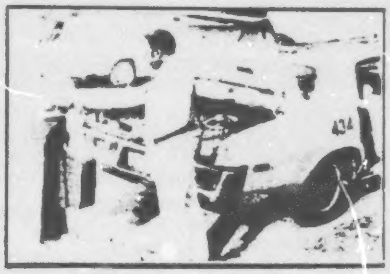


៩

យានជំនិះ ដឹកនាំ

អ្នកមានរបរខាងនេះ ផ្តល់ដល់ជនឯទៀតនូវការដឹកនាំតាមផ្លូវអាកាស អយស្ម័យយាន យន្តបថ និងផ្លូវទឹក ដោយយកទំនិញគ្រប់ជនបរក្ខារសកលលោក។ អ្នកនេះត្រូវបើកបររថយន្តដឹកអ្នកដំណើរ ដឹកគីភិល់ ឡានតាក់ស៊ី យន្តហោះ រថភ្លើង ឬ កប៉ាល់។ ឧទាហរណ៍ការរបរវិស័យនេះមាន៖

អ្នកបើកបររថយន្តធំដឹកអ្នកដំណើរ
កម្មកររថភ្លើង
អ្នកបើកបរឡានតាក់ស៊ី
អ្នកបើកនាវាដំនិញ
អ្នកបើកបររថយន្តធំបន្ទុកគីភិល់



ធម្មជាតិ

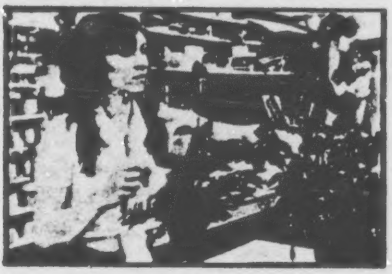
អ្នកធ្វើការខាងនេះមានភារៈនិងថែរក្សាដើមឈើ ឬសត្វពាហនៈ ដោយធម្មតាធ្វើការនៅក្រៅផ្ទះ។ សកម្មភាពមាន ធ្វើចំការ នេសាទ តុបតែងកន្លែងទេសភាព ថែទាំសត្វពាហនៈ។ ការរបរនេះត្រូវការពេលវេលាច្រើន និងកម្លាំងពលកាយធំ។ ឧទាហរណ៍ការរបរវិស័យនេះមាន៖

កម្មករបណ្ដុះកូនឈើ
អ្នកថែរក្សាសត្វពាហនៈ
អ្នកនេសាទ
អ្នកថែលំអទេសភាព
អ្នកធ្វើចំការ

សំដែងសិល្បៈ គំរូ និងគមនាគមន៍

អ្នកធ្វើការវិស័យនេះ ច្រើនធ្វើ គំនិតបញ្ញា និងអារម្មណ៍ ។ សកម្មភាពមាន របាំ ល្ខោន ភ្លេងតន្ត្រី សិល្បៈ ថតរូប និពន្ធ និងកវិតា ។ ឧទាហរណ៍ នៃការប្រកបវិស័យនោះមាន ៖

នាដការ/នាដការី
អ្នកនិពន្ធ
អ្នកភ្លេងតន្ត្រី
អ្នកថតរូប
អ្នករាំរបាំ



ការលក់ដូរ

អ្នកមានរបរនេះ លក់ទំនិញ ឬ បរិការកិច្ច ឲ្យអ្នកដទៃទៀត ។ អ្នកលក់ទំនិញ ត្រូវឆ្លាត ចេះគួរសមនឹងអ្នកដទៃទៀត មានកម្លាំងពលំ ទុកចិត្តខ្លួនឯង ចេះគិតស្មាន កាន់វិន័យ និងមានជំនាញខាងគិតលេខ ។ ឧទាហរណ៍មាន ៖

អ្នកគិតលុយកន្លែង
បេឡាធិការ
អ្នកចែក
អ្នកដើរលក់
ភ្នាក់ងារលក់ទំនិញរាយ

CIGARETTES

ការិយាល័យ

អ្នកធ្វើការផ្នែកនេះ មានកិច្ចការធ្វើ ច្រើនទូលំទូលាយ ដើម្បីឲ្យក្រុមហ៊ុននិងអង្គការ ផ្សេងៗ ដើរបានដោយប្រក្រតី។ សកម្មភាពដូចជា វាយអង្គុលីលេខ កត់ត្រាទុកបញ្ជីរ រៀបសំណុំរឿង និងប្រើប្រាស់សម្ភារៈការិយាល័យ។

ឧទាហរណ៍ ការរបរនេះមាន៖

លេខាធិការ
អ្នកវាយអង្គុលីលេខ

អ្នកបើកប្រាក់
ក្នុងធនាគារ

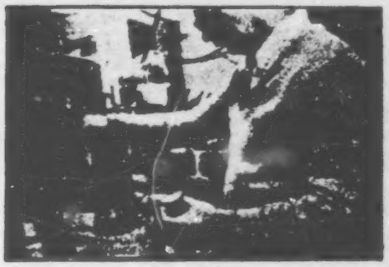
អ្នកដាក់បញ្ចូលកំព្យូទ័រ
អ្នកកាន់បញ្ជីរ

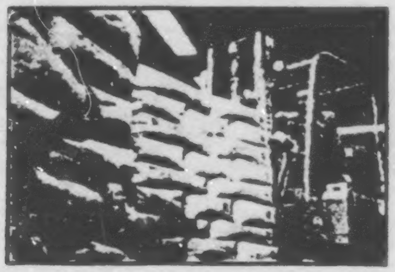
ឧស្សាហកម្ម

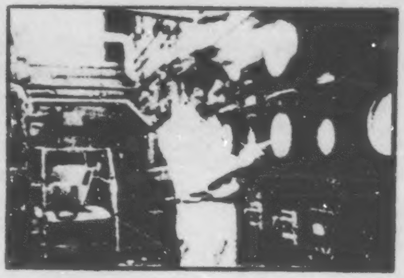
គេច្រើនឃើញអ្នកធ្វើការក្នុងរបរអស់នេះ នៅកន្លែងឧស្សាហកម្មធំៗ។ ធម្មតា ការធ្វើមានដដែលៗ ម្តងហើយម្តងទៀត ដូចជាដាក់គ្រឿងតូចៗបញ្ចូលគ្នា នៅចាំមើលម៉ាស៊ីនរត់ លើកចេញប្រអប់របស់ ឬខ្ចប់ផលិតភណ្ឌដាក់ប្រអប់។

ឧទាហរណ៍ ការរបរវិស័យនេះមាន៖

អ្នកប្រើម៉ាស៊ីនដេរ -អ្នកដំឡើងគ្រឿង -ជាងលាបថ្នាំ -អ្នកពិនិត្យ
ជាងផ្សារភ្ជាប់







យន្តការី និង ជាងជួសជុល

កម្មករប្រភេទនេះ ប្រើ យន្តចក្រ (ម៉ាស៊ីន) ម៉ាស៊ីនប្រើដៃ និង ចំណេះ ដែលអាចឱ្យគ្រឿងសម្ភារៈដើរបានល្អ។ សកម្មភាពមានការជួសជុល និងការ ថែទាំសម្ភារៈ លើកនិងរើម៉ាស៊ីនធំ ធុន ស្រាល និងលើកតិចតួច។ ការធ្វើ ធ្វើនក្នុងកន្លែងកខ្វក់ប្រឡាក់ខ្លាញ់។ ឧទាហរណ៍ការប្រភេទនេះមាន ៖

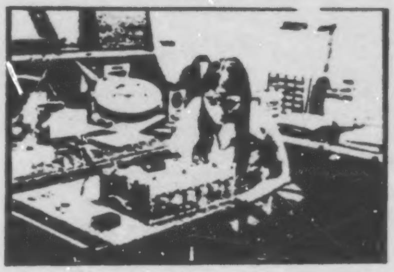
ជាងជួសជុលតួរឡាន

យន្តការីឡាន

ជាងជួសជុលទូរសព្ទ

ជាងជួសជុលគ្រឿងប្រើក្នុងផ្ទះ

អ្នកបច្ចេកទេសខាងកុំព្យូទ័រ



បរិចារកិច្ច

ការងារច្រើនជំពូក សំរាប់អ្នកការងារប្រភេទនេះ គឺជាសេវាបំរើបាយទឹក ដល់ការសំអាតអគារ។ អ្នកធ្វើការក្នុងផ្នែកនេះ ត្រូវគួរសម ស្លូតរួសរាយ និងស្អាត ព្រោះ អតិថិជន (អ្នកទិញឬភ្ញៀវ) គេគន់មើលអាកប្បកិរិយា និងសំពត់ស្លៀកពាក់ ដើម្បីបានទោកដៃយកទេ។ ត្រូវតែមានកម្លាំងពលំ ព្រោះត្រូវលើករបស់ធ្ងន់ ហើយឈរយូរពេលវេលា។ ឧទាហរណ៍ការប្រភេទនេះមាន ៖

អ្នកបំរើក្នុងភោជនីយដ្ឋាន - ជាងកាត់សក់ - អ្នកថែទាំក្រៅផ្ទះ - ចុងភៅ

អ្នកថែរក្សាសំអាតផ្ទះ - អ្នកមើលកូនក្មេង

៩

ការស្ថាបនា

អ្នកធ្វើការផ្នែកនេះ សង់ ជួសជុល ឬ សំអាតដុះខាត់អាគារថ្មីៗ ។ គេអាចធ្វើការនៅផ្លូវយន្តបថ បំពង់ស្ទូចប្រេងកាត ទីធ្លាអាកាសយាន ឬ ចម្ការ សំរាប់បាញ់ថ្នាំកំចាត់ ។ ធ្វើការបែបនេះ ត្រូវឈរយូរពេល ត្រូវឱន បត់ខ្លួន នៅទីកន្លែង ខ្ពស់ ចង្អៀត ហើយភាគច្រើននៅក្រៅផ្ទះ ។ ឧទាហរណ៍ មាន៖

អ្នករៀបឥដ្ឋ
ជាងលាបថ្នាំ

ជាងឈើ

ជាងដាក់បំពង់
ជាងបំពង់ទឹកក្នុងផ្ទះ

បរិចារកិច្ចសង្គម

អ្នកការងារបែបនេះ ជួយយកអាសារអ្នកដទៃទៀត ព្រោះហើយត្រូវតែស្រឡាញ់មនុស្ស ។ ក្នុងចំណោមអ្នកធ្វើការ ធ្វើរនរមនុស្ស ដោយសារការ និងការជំនាញខុសៗគ្នា ។ កិច្ចការខ្លះទាមទារត្រូវជួយមនុស្សម្នាក់ៗ ឬ ដោយក្រុម ដោះស្រាយបញ្ហាប្រក្រតី ឬ ពិសេស ។ អ្នកធ្វើការត្រូវមានសំដី ចេះសរសេរល្អ [illegible] អាចចុះសំរុងជាមួយមនុស្សគ្រប់បែបបាន ។ ឧទាហរណ៍ការងារបែបនេះមាន៖

ជនដែលធ្វើការក្នុងទីភ្នាក់ងារបរិចារកិច្ចសង្គម

អ្នកឧបត្ថម្ភបរិចារកិច្ចសង្គម

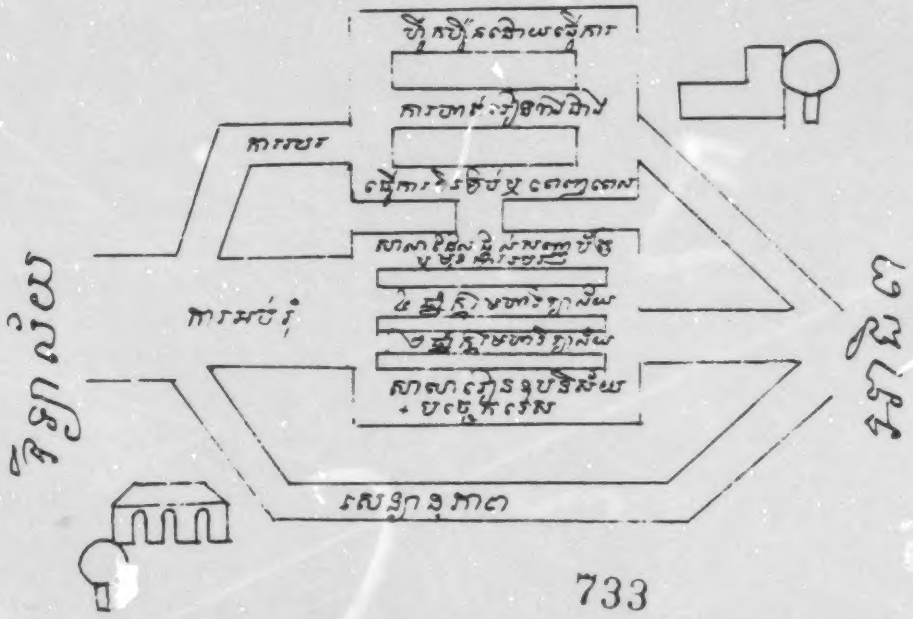
អ្នកព្យាបាល

BEST COPY AVAILABLE

ធ្វើម្ដេចនឹងអាចចូលរួមការហ្វឹកហ្វឺន ឲ្យបានដល់តាមចាំបាច់

ការរបរមួយៗមានភាគទ្រឹស្ដីនឹងវិជ្ជាដែលលោកអ្នកត្រូវរៀនៗ ក៏ប៉ុន្តែចំនួននឹងពេលហ្វឹកហ្វឺនមានខុសគ្នា ទៅតាមការរបរៗ សេចក្ដីតាំងចិត្ត ជាចាំបាច់ត្រូវទុកពេល កម្លាំង នឹងប្រាក់កាស សំរាប់ហ្វឹកហ្វឺនរកការរបរ ជាវិធីដ៏យ៉ាងសំខាន់មួយភាគ ក្នុងការរករបរថ្មីមួយៗ សាលារៀន ឬ ការិយាល័យផ្ដល់ការធ្វើ អាចនឹងជួយលោកអ្នក រកពត៌មាន ដែលមានមធ្យោបាយនឹងផ្ដល់លុយ សំរាប់ ជាសោហ៊ុយការហ្វឹកហ្វឺន នឹង ការអប់រំៗ

គំនូរបំព្រួញខាងក្រោមនេះបង្ហាញដោយកញ្ចៀងនូវជំពូកឆាយទុកឲ្យលោកអ្នកជ្រើសរើស ហើយដែលបានបញ្ចប់មធ្យមសិក្សាហើយៗ លោកអ្នកនឹងមើលឃើញ ថាការហ្វឹកហ្វឺន នឹងការអប់រំ បើកផ្លូវច្រើនជូន ឆ្ពោះទៅមុខរបរថ្មីមួយៗ នៅក្នុងទំព័របន្ទាប់ៗ ពីនេះទៅ នឹងមានពណ៌នាជូន នូវឱកាសសមគួរច្រើន ដែលការអប់រំ នឹង ការហ្វឹកហ្វឺន អាចហុចជូនៗ


ហ្វឹកហ្វឺនដោយធ្វើការ
ការហាត់រៀនធ្វើជាង
ការរបរ
ធ្វើការកំរិតចំ ឬ ពេញពេល
សាលាដែលផ្ដល់សញ្ញាប័ត្រ ឬ ប័ណ្ណសរសើរ
៤ ឆ្នាំ ក្នុងមហាវិទ្យាល័យ
២ ឆ្នាំ ក្នុងមហាវិទ្យាល័យ
ការអប់រំ
សាលារៀនឧបនិស័យ + បច្ចេកទេស
សេវាឧភាព
វិទ្យាល័យ
អាជីព

វិទ្យាល័យ

ដើម្បីឲ្យបានស្គាល់នូវអាជីពល្អប្រសើរ លោកអ្នកត្រូវការសិក្សាក្នុងវិទ្យាល័យ ។ នៅក្នុងវិទ្យាល័យ លោកអ្នកទទួលនូវការជំនាញមូលដ្ឋានខ្លះ ដែលអាចជួយលោកអ្នកនៅក្នុងសង្គមកើត ។

សញ្ញាប័ត្រភាពស្មើការសិក្សាទូទៅ GED

សញ្ញាប័ត្រ GED អាចជំនួសសញ្ញាប័ត្ររបស់វិទ្យាល័យ។ សញ្ញាប័ត្រនេះបញ្ជាក់ថាបានបំពេញវិជ្ជា និងការប្រឡងល្បង ផ្នែកការសិក្សាទូទៅ ខាងភាសាអង់គ្លេស ខាងវេយ្យាករណ៍ សង្គមវិទ្យា វិទ្យាសាស្ត្រ និងគណិតសាស្ត្រ ។ នៅមហាវិទ្យាល័យសហគមន៍ នៃតំបន់លោកអ្នកៗ អាចរៀនយកសញ្ញាប័ត្រ GED ។

ការអប់រំមូលដ្ឋានដល់មនុស្សពេញវ័យ (ABE)

វិជ្ជារៀនរបស់ការអប់រំមូលដ្ឋានដល់មនុស្សពេញវ័យ មានគុណសំរាប់ជនណាដែលចង់រកការជំនាញមូលដ្ឋានថែមដើម្បីឲ្យខ្លួនអាចបន្តវិជ្ជារៀនទៀត ឬ រកការងារធ្វើ ។ មហាវិទ្យាល័យសហគមន៍ មានបើកថ្នាក់ទុកបំរុង ជួយជនបរទេសដែរ ។

ការហ្វឹកហ្វឺនដោយធ្វើការ (OJT)

ការចូលហ្វឹកហ្វឺនដោយធ្វើការ គឺទៅរៀនធ្វើការ ពីអាយអ្នកជំណាន់ដើម ក្នុងឋានៈជាអ្នកជំនួយ ឬ អ្នកសង្កេតមើល ដែលធ្វើអ្វីៗស្របតាមបញ្ជាគេ ។ ការហ្វឹកហ្វឺនអាចមានច្រើនប្រភេទ ហើយអាចមានថិរវេលាក្នុងកំលុង ៤ ឬ ៥ ខែ ក៏មាន មួយឆ្នាំ ឬ លើសនោះទៅទៀតក៏មាន ។

ការហាត់រៀនវិជ្ជាជាង

ការហាត់រៀនវិជ្ជាជាង គឺជាការហាត់រៀនយកចំណេះនៃការរបរមួយ តាមរយៈការហ្វឹកហ្វឺនដោយធ្វើការនិងរៀនក្នុងថ្នាក់ផង ។

សហជីព និង និយោជក គេទទួលភារៈ រៀបចំកម្មវិធីនៃការហាត់រៀនការងារ ។ បើលោកអ្នកចូលរួមក្នុងកម្មវិធីនោះ មានចំនួនពី ១ ឆ្នាំ ទៅ ៦ ឆ្នាំ គេចាត់ទុកលោកអ្នកជាអ្នកមានគុណសម្បត្តិពេញទីក្នុងមុខការងារនោះ ។

សាលាឧបនិស័យនិងបច្ចេកវិជ្ជា

សាលាអស់នោះ បង្រៀនការជំនាញ សំរាប់ឲ្យយកទៅធ្វើក្នុងការរបរផ្សេងៗ លោកអ្នកប្រតិបត្តិក្នុងថ្នាក់រៀនកិច្ចការដែលត្រូវបំពេញក្នុងមុខរបរ ។ វិជ្ជាដែលរៀន នឹងជួយលោកអ្នកក្នុងពេលធ្វើការ ។ កាលណាចប់រៀន គេប្រគល់វិញ្ញាបនបត្រ សមរម្យមួយជូន ដើម្បីបញ្ជាក់ថាលោកអ្នករៀបចំខ្លួនស្រេច នឹងចាប់ធ្វើការ ។

ពីរឆ្នាំក្នុងមហាវិទ្យាល័យសហគមន៍

នៅក្នុងមហាវិទ្យាល័យសហគមន៍ លោកអ្នកនឹងរៀបចំខ្លួនផង ដើម្បីចូលធ្វើការៗ កម្មវិធីមេជាគំរូ អាចចប់ក្នុងពីរឆ្នាំឬលើសពេលនោះ ដោយការប្រគល់សញ្ញាបត្រ (Associate Degree) ជូន ។ ឯកទេសវិជ្ជាភាគច្រើនដែលអាចបញ្ចប់ក្នុងរយៈពេល ១ ឆ្នាំ បាន ។ មហាវិទ្យាល័យសហគមន៍ អ្នកជំនួញ និង ឧស្សាហកម្ម នៃតំបន់នីមួយៗ និងទាក់ទងជាកន្លែង រវាងគ្នានិងគ្នា ដើម្បីរៀបចំកម្មវិធីតាមសេចក្តីត្រូវការ កន្លែងនោះ ។

បួនឆ្នាំក្នុងមហាវិទ្យាល័យនិងសកលវិទ្យាល័យ

នៅក្នុងមហាវិទ្យាល័យ និងសកលវិទ្យាល័យ លោកអ្នកអាចទទួលសញ្ញាបត្រ (Bachelor's Degree) នៃវិជ្ជាណាមួយច្រើនមុខដែរ ។ មុខវិជ្ជាដ៏ និងប្រពាននៃបច្ចេកទេសភាព

បំណងលោកអ្នក ដូចជា ការចាត់ការក្នុងជំនួញ ឬការអប់រំ ។ មិនដូចការហ្វឹកហ្វឺនដោយធ្វើការទេ ការហាត់រៀនទាំងនេះ មិនរៀបចំលោកអ្នក ឱ្យចូលកាន់ការរបរជាក់លាក់ណាមួយ ភ្លាមទេ ។ ការហាត់រៀន គ្រាន់តែផ្តល់ ដល់ លោកអ្នក នូវមូលដ្ឋាន សំរាប់ ស្ថាបនា នូវអាជីពណាមួយ ឬ នានា ។ អ្នកមានសញ្ញាបត្រ Bachelor's Degree ពីមហាវិទ្យាល័យ ច្រើនតែចាប់ ធ្វើការ ក្នុងឋានៈជាអ្នកចូលហ្វឹកហ្វឺន ។ គេទុកអ្នកអស់នោះ ជាអ្នក ចូល ដំបូង ប្រកបដោយ មូលដ្ឋាន ដ៏ល្អ ត្រូវហាត់រៀន ថែមទៀត

សេនានុភាព

សេនានុភាព ឬ កងទ័ព បង្ហាត់ហ្វឹកហ្វឺនមនុស្សៈ ក្នុងមុខការរបរ ច្រើន ដូចគ្នា នឹងការរបរ ក្នុង ស៊ីវិល ដូចជា ទុងរោ នឹង យន្តការ ជាដើម ។ លោកអ្នកអាច រៀនយកជំនាញ ហើយយកការពិសោធន៍ ក្នុងការរបរ ក្នុងពេលធ្វើទាហ៊ាន ដូចយកមកប្រើប្រាស់ នឹងបានការធ្វើ ក្នុងឋានៈជាស៊ីវិល ។

ចូលកាន់ការរបរចាប់ពីថ្នាក់ទាបទៅ

បញ្ជីរពាក្យក្រោយនេះរាយឈ្មោះមុខរបរខ្លះដែលគិតតម្រូវឲ្យមានការហ្វឹកហ្វឺនជាពិសេសទេ ។ សញ្ញាបត្រវិទ្យាល័យពិតជាសំខាន់ដែរ តែមានការរបរច្រើនដែលគិតតម្រូវការសញ្ញាបត្រ ។ តាមបញ្ជីររាយពាក្យក្រោមនេះមានឈ្មោះការរបរដែលទុកការពិសោធន៍ និងគុណសម្បត្តិផ្ទាល់ខ្លួនសំខាន់ជាងការអប់រំពេញច្បាប់ ។

ជាងដេរខោអាវដោយម៉ាស៊ីន
អ្នកធ្វើការក្នុងផ្ទះបាយ
អ្នកបោកខោអាវ
អ្នកថែរសំអាតផ្ទះ
អ្នកដែកគ្រឿងធ្វើម្ហូប
ស្មៀនកាន់ឥវ៉ាន់ស្តុក
អ្នកលើកចានហាងបាយ
អ្នកបំរើភ្ញៀវហាងបាយ
ជុំងភើពង ធា
អ្នកធ្វើកំប៉ុង
អ្នកធ្វើចំការ ស្រែ
អ្នកជួសជុលស្បែកជើង
អ្នកធ្វើការហាងសាច់ឡើ ឬក្រអាស
អ្នកស្រោបរឹងពោសបញ្ចូលគុះខ្ទុកោសី
អ្នកកាន់កាប់រោងអារឈើ
អ្នកធ្វើការនៅផ្លូវរថភ្លើង
អ្នកតុបតែងរៀបផ្ការ
អ្នកលើកដាក់ឥវ៉ាន់ផ្ញើរ
អ្នកបើកគ្រឿងស្ទូច យន្តលើក
កម្មករ ស្ពានផា
អ្នកធ្វើប្រអប់ និងខ្ចប់ឥវ៉ាន់
ជាងលាបផ្ទះ
អ្នកនាំសារឬបញ្ជូនឥវ៉ាន់
អ្នកឈរលក់ម្ហូបអាហារ
អ្នកឆ្មាំយាម សន្តិសុខ
អ្នកធ្វើឡារ
អ្នកបើកម៉ាស៊ីនធ្វើក្រណាត់
អ្នកសំអាតបន្ទប់
អ្នកធ្វើម្ហូប
អ្នកថែរក្សាសត្វ
អ្នកធ្វើការកន្លែងចាក់សាំង
អ្នកនេសាទត្រីជាជំនួញ
អ្នកជំនួយពេទ្យបរិចារកិច្ច
សង្គ ។

រកការរបរធ្វើ

គេអាចស្វែងរកការធ្វើនៅទីកន្លែងច្រើន ។ ពីភពខ្លះដែលអាចជូនជាធម្មតាគ្នាទៅ ពត៌មានអំពីការងារធ្វើមានរាយឈ្មោះដូចនេះ ៖

អត្ថបទផ្សាយ អត្ថបទ "រកជំនួយ" មានចុះរាប់រយនៅក្នុងកាសែតអំពាវនាវរកមនុស្សធ្វើការ ។ ការស្វែងរករបៀបគិតបរិវាកលុយកាក់ ឈ្នួលនឹងរក ហើយច្រើនឱ្យដឹងល្អ ។ បើលោកអ្នកពឹងលើអត្ថបទ "រកជំនួយ" នេះត្រូវចាំថា ៖

HELP WANTED

- កុំជឿតែលើអត្ថបទនោះ ត្រូវរកកន្លែងការងារផ្សេងទៀត ។
- ឆ្លើយទៅអត្ថបទនោះរហ័សភ្លាម ។ គេអាចរើសមនុស្សណាមុនគេ ដែលមកសុំមុនគេបំផុត ។
- តាមមើលអត្ថបទនោះឱ្យបានមុនគេពេលព្រឹក ។ ត្រូវដឹងថាថ្ងៃ មើលក្នុងកាសែតថ្ងៃអាទិត្យជាងគេ ព្រោះមានអត្ថបទផ្សាយច្រើនថ្ងៃនោះ ។
- កុំសង្ឃឹមខ្លាំងពេកចំពោះអត្ថបទ "ងងឹត" ឬ "បន្លំ" ដែលមិនបញ្ចេញឈ្មោះនិយោជកឱ្យដឹងមួយ ដែលមិនប្រាប់ថាត្រូវឱ្យមានការពិសោធន៍មួយ ។ នេះសរឱ្យឃើញថាការងារដែលមាននោះតឹង ព្រោះឱ្យលុយតិច ហើយការធ្វើក៏ពិបាកដែរ ។

ទីភ្នាក់ងារការរបរសាធារណៈ ៖ ទីភ្នាក់ងាររដ្ឋាភិបាលកាន់កាប់នោះ រកអ្នកធ្វើការឱ្យនិយោជក ហើយរកនិយោជកសំរាប់អ្នកធ្វើការ ។ ទីភ្នាក់ងារមានបញ្ជីរាយនៃការរបររាប់រយ ដែលត្រូវដកចេញ បន្ថែមរាល់ថ្ងៃ ហើយមិនយកអាការ ដោយគិតយកលុយ ។ លោកអ្នកនឹងរក

ការិយាល័យនៃក្រសួងការងាររបស់រដ្ឋ ឃើញនៅក្នុង ក្រាំង ឈ្មោះ ទូរស័ព្ទ ហៅថា ទំព័រស ហើយចុះក្រោមកន្លែងដាក់ចំណងជើង រដ្ឋាភិបាលនៃរដ្ឋ ។

ទីភ្នាក់ងារការងារឯកជន

ទីភ្នាក់ងារការងារឯកជន ជួយរកការងារថ្មី តែឲ្យបង់លុយ ។ ជួនកាលអ្នករកត្រូវបង់ខ្លួនឯង ជួនកាល និយោជក គេបង់លុយជួស ។ កន្លែងរបៀបនេះ មិនគិតតែដល់ប្រយោជន៍លោកអ្នកប៉ុន្មានទេ តែគេរកលុយសំរាប់ខ្លួនគេ ។ មានពេលយកកន្លែងខ្លះ ជួយយកអាសារប្រសើរជាងកន្លែងខ្លះ ដោយចេះរកឱកាសរកការងារថ្មីៗបានច្រើនជាង។ ដូច្នេះ លោកអ្នកត្រូវចេះជ្រើសរើស រកការិយាល័យណាឲ្យប្រាកដ បើជាប់ចិត្ត មុននឹងចុះហត្ថលេខា លើកិច្ចសន្យាជាមួយភ្នាក់ងារសាធារណៈណាមួយ ។ លោកអ្នកអាចរកទីភ្នាក់ងារការងារឯកជននេះក្នុង ក្រាំង ឈ្មោះទូរស័ព្ទ ដែលហៅថា **ទំព័រលឿង** YELLOW PAGES នៅក្រោមចំណងជើង EMPLOYMENT ។ ទីភ្នាក់ងារនោះក៏មានផ្សាយអត្ថបទច្រើនក្នុងកាសែតលោកអ្នកមើល ។

ការងារក្នុងរដ្ឋាភិបាល

NEWS
DAILY
TIME

រដ្ឋការឃុំ ស្រុក រដ្ឋ និងសហពន្ធ ជួលមនុស្សធ្វើការច្រើនបែប ។ ត្រូវតែរកឲ្យជាក់ច្បាស់ជាមួយការិយាល័យស្ដីពីបុគ្គលិក ដែលមាននាមក្នុងបញ្ជីទូរស័ព្ទ ក្រោមឈ្មោះ ឃុំ ស្រុក រដ្ឋ និងរដ្ឋាភិបាលសហរដ្ឋ ។

ទីភ្នាក់ងាររកជំនួយបណ្ដោះអាសន្ន ទីភ្នាក់ងារអស់នោះ ជ្រើសរកអ្នកធ្វើការសំរាប់ពេលដ៏ខ្លីឲ្យបំពោះកន្លែងទំនេរងារបណ្ដោះអាសន្ន ។ លោកអ្នកអាចនឹងសរសើរការធ្វើច្រើនមុខខ្លីក្លា ហើយឲ្យសំរេច តើយកការងារណាមួយ ។ គេជួយលោកអ្នកឲ្យបានជួបស្គាល់នឹងនិយោជក ដែលអាចនាំឲ្យមានការងារពេញពេលធ្វើ ។ ទីភ្នាក់ងាររកការងារបណ្ដោះអាសន្ន មានឈ្មោះផ្សាយនៅក្នុងក្រាំងរាយឈ្មោះទូរស័ព្ទ ទំព័រលឿង YELLOW PAGES នៅក្រោមចំណងជើង EMPLOYMENT

ក្រាំងទូរស័ព្ទទំព័រលឿង YELLOW PAGES . តាមពិត គេមិនដែលផ្សាយការងារដែលមានក្នុងអត្ថបទទាំងអស់ទេ ។ របៀបសំរកការធ្វើច្រើនបានផលល្អ បើកាលណាគេដាក់ពាក្យផ្ទាល់ទៅនិយោជក ដែលមានរាយរាយក្នុងទំព័រលឿងនៃក្រាំងរាយនាមទូរស័ព្ទ ។ ទំព័រលឿងនោះមានរាយនាម អាសិយដ្ឋាន និងលេខទូរស័ព្ទ នៃទីជំនួញដែលមានក្នុងតំបន់លោកអ្នក ។ គេយកតួរអក្សរដើមនៃឈ្មោះជំនួញ ឬការងារមកផ្សាយ ។

គ្រួសារ មិត្ត និងជិតខ្សៀង ក៏បាវណៈច្រើនៗ ដែលអ្នកស្គាល់ ដែលអាចជួយលោកអ្នក ដោយប្រាប់ថាមានការងារនៅទីនេះ ទីនោះ មុនដែលគេចេញផ្សាយអត្ថបទ ។ សំពាវនាវសួរគេចប់គ្នាទៅ អំពីរកការធ្វើ ។ សុំឲ្យគេសួរមិត្តនិងគ្រួសារគេ ។ របៀបនេះហៅថា "បណ្ដាញ" ហើយអាចនាំឲ្យមានការងារល្អមានៗ

និយាយទៅអ្នកផងទាំងពួងអំពីការងារ

វិធីសេត្តរឲ្យឆ្លងថាថាទីគាប់ចិត្តលោកអ្នក មនុស្សទាំងពួង តែងចូលចិត្តនិយាយគ្នាអំពីការងារខ្លួន ។ គេអាចជួយលោកអ្នកឲ្យធ្វើសេចក្ដីសំរេចចិត្តលើការងារបែបនេះ បែបនោះ តាមលោកអ្នកពេញចិត្ត ដោយជំនួយដែលនាំដំពោះការងារ ។

ស្ត្រីសុខចិត្តចូលធ្វើការចាប់ពីថ្នាក់ទាប ឡើងទៅៗ ដែលបានការរបរធ្វើហើយ អ្នកដែលគេស្គាល់លោកអ្នកៗ អាចឡើងថ្នាក់ទាល់តែបានកាន់មុខការរបរល្អ តាមសេចក្តីបំណងៗ។ កាលណាសុំការធ្វើ ស្ត្រីដឹងច្បាស់ថាលោកអ្នកមានគុណសម្បត្តិគ្រប់គ្រាន់ហើយ ចូលចិត្តរបរនោះៗ រកការធ្វើជាការឈ្នួលពិបាកណាស់ៗ ដូច្នេះត្រៀងទុកជាស្រេចចំណាយពេលយ៉ាងតិចពី ៣០ ទៅ ៤០ ម៉ោងក្នុងមួយអាទិត្យ ក្នុងការស្វះស្វែងរកការរបរៗ

សន្លឹកក្រដាសដូចខាងក្រោមនេះនឹងជូនពត៌មាន ដែលអាចជួយលោកអ្នក ជាការចាំបាច់សំរាប់ធ្វើការសំរេចចិត្ត ថាលោកអ្នកបំពេញកិច្ចការមុខរបរកើតទេ ហើយ តើមុខរបរនោះសមរម្យនឹងលោកអ្នកទេៗ ក្រោយដែលបានទទួលពត៌មាន ដែលអាចប្រើប្រាស់បានហើយ ចូរនឹកថាការនោះសមហេតុសមផលហើយនឹងលោកអ្នក នោះដាក់ពាក្យសុំទៅ!

មុខការរបរ៖ ______	ថ្ងៃ៖ ច.អ.ព.ព្រ.ស.សៅរ៍.អាទិត្យ
នាមនៃនិយោជក៖ ______	ស្ថានភាពការធ្វើ៖ ______
អាសយដ្ឋាន៖ ______	បំណាច់.ប្រយោជន៍៖ ______
ទូរស័ព្ទ៖ ______	សុំចូលរបៀបណា៖ ______
កិច្ចការ៖ ______	ទាក់ទងនឹងអ្នកណា៖ ______
______	បានដឹងពីណាមក៖ ______
អ្វីដែលគេតម្រូវ៖ ______	គុណសម្បត្តិរបស់លោកអ្នក៖ ______
______	______
បៀវត្សរ៍៖ ______	តើលោកអ្នកមានគុណសម្បត្តិសមទេ? ______
ម៉ោង៖ ពី ______ ទៅ ______	តើចូលចិត្តទេ? ______
លទ្ធផល៖ ______	

មើលអត្ថបទផ្សាយឲ្យយល់

កាសែតដែលលោកអ្នកមើលរាល់ថ្ងៃ មានចុះអត្ថបទផ្សាយអំពីរកមនុស្សធ្វើការ រាយតាមតួរអក្សរពី A ទៅ Z ក្នុងកន្លែងដែលគេចាត់ទុកមួយៗ ដូចការគេដាក់ឈ្មោះការរបរមួយ នៅកន្លែងខុសគ្នា ។ ដូច្នេះត្រូវតែមើលអត្ថបទផ្សាយទាំងអស់ ។ ដូចជាការរបរផ្នែករថយន្ត ដូចការគេដាក់ក្រោម M យន្តការ Mechanic ក្រោម A សំរាប់ Auto ឬ B សំរាប់ការជួសជុល Repair ។ គេកាត់ចោល ឬ បង្រួញពាក្យ ឲ្យអត្ថបទផ្សាយបានខ្លី ។ ដូចជាសំរាប់ប្រាក់ខែ គេទុកតែអក្សរមុខខ្លះ (បី) ក្នុង Sal / Salary ។ ដូចការគេយកអក្សរមុខនិងក្រោយ ដូចសំរាប់ hr. / hour ។ នៅខាងក្រោមគេរាយទុកពាក្យកាត់ដែលច្រើនតែមានក្នុងអត្ថបទផ្សាយ ។

admin. = administrative
adv. = advancement
a.m. = morning
appt. = appointment
asst. = assistant
ave. = avenue
bkkg. = bookkeeping
bldg. = building
blvd. = boulevard
bus. = business
co. = company
corp. = corporation
dept. = department
dir. = director
div. = division
driv. lic. = driver's license
equip. = equipment
etc. = and so on
eves. = evenings
ext. = extension
exp. = experience
hr. = hour
h.s. grad. = high school graduate
incl. = including
m/f = male or female
mfg. = manufacturing
min. = minimum
mo. = month
nec. = necessary
pt. time = part time

perm. = permanent
pd. = paid
p.m. = afternoon or evening
p/t = part-time
refs. = references
req. = required
secty. = secretary
shthd. = shorthand
st. = street
trans. = transportation
tech. = technical
temp. = temporary
trnees. = trainees
typ. = typing or typist
wk. = week
wkdys. = week days
wkly. = weekly
wpm. = words per minute
yr. = year
N. = North
S. = South
E. = East
W. = West
M. = Monday
T. = Tuesday
W. = Wednesday
Th. = Thursday
F. = Friday
S. = Saturday
S. = Sunday

ឆែកមើលតើយល់ទេ? អានអត្ថបទឲ្យយល់ៗខាងក្រោមនេះ ហើយមើលតើលោកអ្នកអាចឆ្លើយសំនួរទាំងនេះបានទេ រួចយកទៅប្រៀបធៀបនិង ចម្លើយដែលមាននៅខាងក្រោយៗ

PART TIME JANITOR
Cherryville 7 to 9 a.m. Mon - Fri. $3.50 hr. Exper, car & phone required. 227 - 1359

១- ការរបរបែបណាដែលមានឡើង? ______

______

២- ការរបរនោះមាននៅឯណា? ______

______

៣- ពេលម៉ោងបែបណាលោកអ្នកធ្វើការ?

______

៤- មានការតម្រូវវិជ្ជាជីវៈ? មាន__ គ្មាន__

បើមាន តើមានអ្វីខ្លះ? ______

______

៥- តើការរបរនោះពេញ ឬ មិនពេញពេល?

______

EXPERIENCED SERVICE STATION ATTENDANT
Age no factor. Mechanical experience helpful. Apply: Bob's Gas Station 103 S.W. Park. Ask for Bob.

១- សំរាប់ការរបរបែបណាដែលគេរក?

______

២- មានការតម្រូវវិជ្ជាជីវៈសំរាប់ការរបរនោះ?

______

៣- ធ្វើឲ្យបានសម្រេចរបៀបណា? ______

______

៤- តើលោកអ្នកត្រូវសុំរបៀបម្តេច? ____

____

៥- នរណាដែលលោកអ្នកត្រូវទាក់ទងជាមួយ? ____

____

HOUSEKEEPERS
Experience helpful. Apply in person at
Ted's Motor Inn, 220 S.W. Jones Rd.

១- ការងារនេះបែបណា? ____________

____

២- ទីកន្លែងធ្វើការនៅឯណា? ____________

____

៣- តើលោកអ្នកត្រូវសុំរបៀបម្តេច? ____

____

៤- តើលោកអ្នកត្រូវមានការពិសោធន៍ណាឬទេ?

____

៥- នរណាដែលឲ្យអត្ថបទនេះក្នុងកាសែត?

និយោជក ____________________

ទីភ្នាក់ងារការងារមួយ ____________________

សុំការរបរធ្វើមួយ

លោកអ្នកអាចសុំរកការរបរធ្វើបានតាមវិធីបី

ទៅផ្ទាល់ខ្លួន → គេរកមនុស្សជួយ
សុំទៅលេខ ១០៥ ក្នុងវិថី

ទូរស័ព្ទ → គេរកមនុស្សជួយ
ហៅទៅលេខ ២៥៦-៣៧៧០

ឬ

ដាក់ពាក្យសុំ → គេរកមនុស្សជួយ
ផ្ញើរសំបុត្រទៅប្រអប់ ២១១

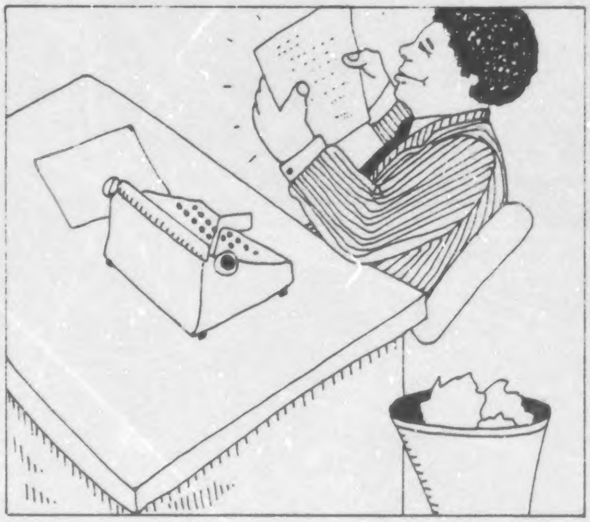
សុំផ្ទាល់ខ្លួន.– កាលណាលោកអ្នកសុំការធ្វើផ្ទាល់ខ្លួន កុំភ្លេចចូលទៅសុំឲ្យបានមុនគេ ពីព្រលឹម ។ ដោយការសំភាសន៍ជាដំបូង វិនិច្ឆ័យត្រូវតែទៅឲ្យបានឆ្លើយនឹងអត្ថបទឆ្លាយមុនគេបង្អស់ ។

មុននឹងទៅ ត្រូវកុំភ្លេចរៀបចំខ្លួនប្រាណឲ្យបានសមរម្យនិងស្អាត ។ ត្រូវមិនភ្លេចព័ត៌មាន ឲ្យបានគ្រប់គ្រាន់ តាមគេត្រូវការឲ្យបំពេញលើពាក្យសុំ ហើយប្រុងប្រៀបនឹងឆ្លើយនូវសំនួរពេលសម្ភាសន៍ ។ ហើយបើដាក់នៅកន្លែងណា ដែលត្រូវកោះហៅ ត្រូវទូរស័ព្ទ ទៅសួរព័ត៌មាន នៅក្រុមហ៊ុនការដឹកនាំសាធារណៈ ឬ ក៏រកផែនទីនៃតំបន់របស់លោកអ្នក ហើយសុំឲ្យគេប្រាប់ស្ថានីយ៍ឡានគេជួយ ។ ទៅដល់ទីបំផុត ចូលទៅរកគ្នាកន្លែងបានហើយ ដើម្បីឲ្យនិយោជកគេដឹងថា លោកអ្នកមានសេចក្តីទុកចិត្ត នឹងចង់ធ្វើការធ្វើខ្លួនឯង ។

សុំតាមទូរស័ព្ទ.– បើសុំតាមទូរស័ព្ទ ធ្វើដូចគ្នាហៅពីព្រលឹមឲ្យបានមុនគេ ។ ត្រូវសុំនិយាយនឹងអ្នកណាមួយដែលធ្វើការនៅក្រសួងបុគ្គលិក ។ ឲ្យឈ្មោះលោកអ្នក និងមុខការរបរ ដែលចង់ដាក់ពាក្យសុំ ។ ត្រូវមានព័ត៌មានឲ្យគ្រប់សំរាប់ឆ្លើយឲ្យរហ័សក្នុងទូរស័ព្ទ ។ កុំភ្លេចថាលោកអ្នកត្រូវការប្រាស្រ័យស្អកស្អែកនឹងញញឹមដែលនៅដាច់ខ្លួន

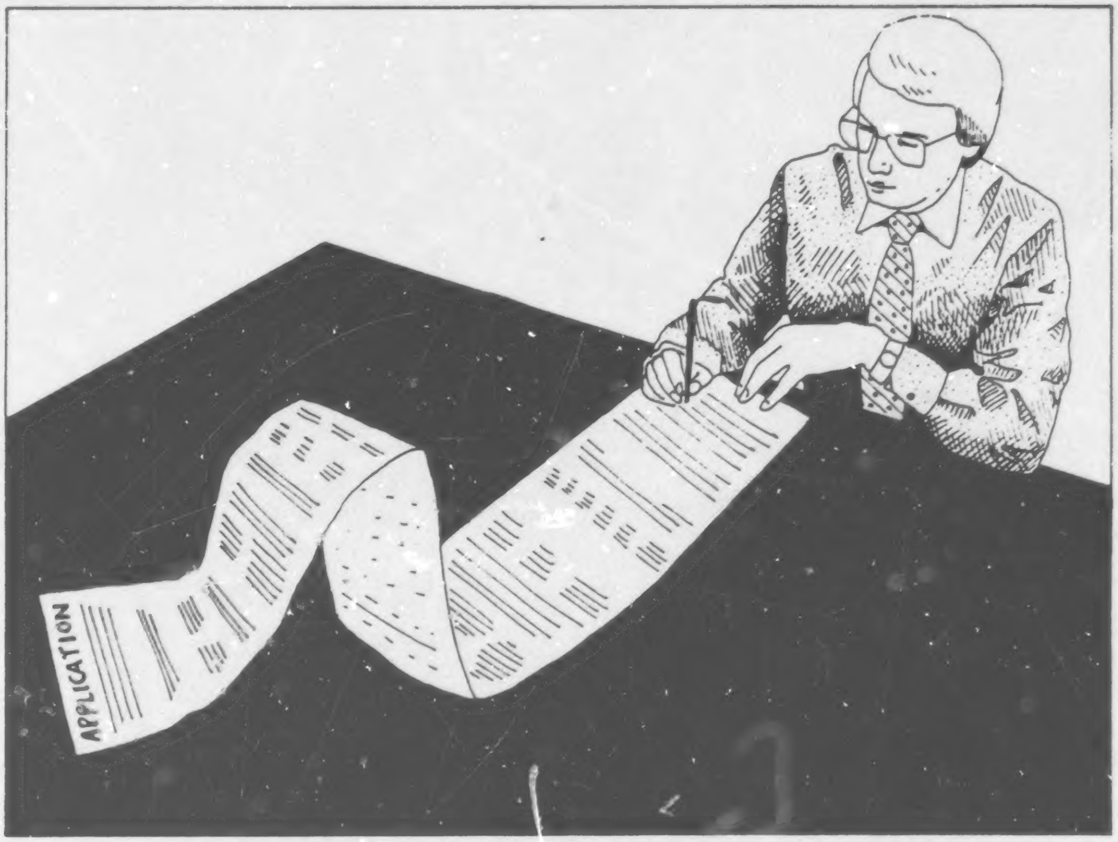
សំរាប់កត់នូវព័ត៌មានជាចាំបាច់ក្នុងការសុំការរបរធ្វើ ។ ទីកន្លែងសួរនោះពិតជាកន្លែងទំនេរ លោកអ្នកអាចសួរគេពីគេដឹងថានៅឯណា គេរកមនុស្សធ្វើការ ។

ដាក់ពាក្យសុំ .– បើសរសេរសុំធ្វើការ លោកអ្នកត្រូវធ្វើសំបុត្រមួយដែលគេហៅថាពាក្យសុំ ។ សំបុត្រនោះបង្ហាញខ្លួនលោកអ្នកទៅនិយោជកមួយ-ពន្យល់គេហេតុអ្វីបានជាសរសេរ-សាកថ្លឹងគុណភាពរបស់លោកអ្នកហើយធ្វើសំណូមពរឲ្យ-ផ្តល់នូវឱកាសណាមួយ ដើម្បី-នឹងចូល ទៅឲ្យ-សម្ភាសន៍ផ្ទាល់ខ្លួន ។ ពាក្យសុំធ្វើការទាំងអស់សុទ្ធតែមានព័ត៌មានមូលដ្ឋានដូចៗគ្នា ហើយត្រូវដាក់សំណៅជីវប្រវត្តិរបស់លោកអ្នកភ្ជាប់មួយសន្លឹកដែរ ។



ជីវប្រវត្តិ .– ដងណាក៏ដោយ ជីវប្រវត្តិមានប្រយោជន៍ខ្លាំងណាស់ ដើម្បីឲ្យ-គេដឹងការពណ៌នាសង្ខេបដ៏គ្រប់គ្រាន់អំពីលោកអ្នក ។ ត្រូវរាយរាប់នូវវិជ្ជា ការជំនាញ និងការពិសោធន៍ដែលលោកអ្នកមានទាំងប៉ុន្មាន ដើម្បីបំពេញគុណសម្បត្តិតាមតម្រូវសំរាប់ការរបរ ។ នេះអាចបង្ហាញលោកអ្នកទៅនិយោជកមួយហើយបើកឲ្យ-លោកអ្នកផ្តល់ព័ត៌មានផ្ទាល់ខ្លួន ដែលគ្មាន នៅក្នុងពាក្យសុំ ។ ថែមលើនោះជីវប្រវត្តិ មានប្រយោជន៍ដោយបានទុកតាម ការសិក្សាន ថ្មីៗ ដូច និងព័ត៌មានផ្សេងៗ ដែលលោកអ្នកត្រូវការសំរាប់បំពេញពាក្យសុំការរបរធ្វើ ។

ពាក្យសុំ ៖– កាលណាលោកអ្នកសុំការរបរថ្មី តាមធម្មតា លោកអ្នកត្រូវដាក់ពាក្យសុំ ។ ពាក្យសុំនេះមានប្រយោជន៍ធំណាស់ ព្រោះត្រូវធ្វើឲ្យនិយោជកគេចាប់អារម្មណ៍ជាបឋមលើលោកអ្នក ។ ពាក្យនេះអាចឲ្យគេធ្វើសេចក្ដីសំរេចថាតើត្រូវរើស ឬមិនត្រូវរើសយកលោកអ្នកចូលធ្វើការ ។ ដូច្នេះត្រូវឲ្យស្អាត មានរាយរាប់គ្រប់ទាំងអស់ តាមការណែនាំដោយប្រិតប្រៀង ។ កុំទុកកន្លែងចំហរទទេ បើមិនចំពោះខ្លួនលោកអ្នក ត្រូវដាក់ "N/A", "No", "None" ឬគូសលើកន្លែងចំហ ឲ្យគេដឹងថា លោកអ្នកបានអានហើយយល់សំនួរនោះហើយ ។ ត្រូវរក្សាសេចក្ដីសុចរិតជានិច្ច នៅពេលបំពេញពាក្យសុំ ។ កុំភ្លេចថាគេឲ្យសរសេរនឹងខ្មៅប៉ាកា ឬវាយអង្គុលីលេខ កាលណាបំពេញពាក្យសុំ ។ កុំប្រើខ្មៅដៃ ឬស្លាបប៉ាកាខូច ។



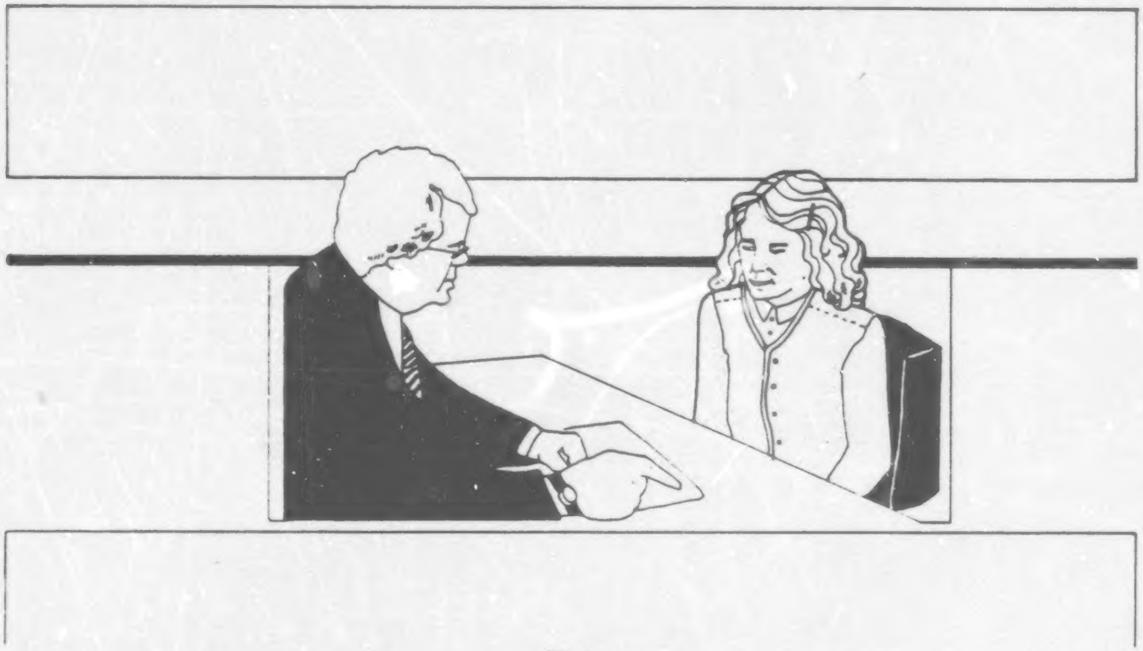
សម្ភាសន៍ សម្ភាសន៍ជាជំហានចុងក្រោយ ហើយដែលគេឃើញថា សំខាន់ជាងគេបំផុតក្នុងការស្វែងរកការងារធ្វើមួយ ។ គឺនៅក្នុងពេលសម្ភាសន៍នោះឯង ដែលនិយោជកគេដាក់ជារូបរស់នូវមនុស្សមួយ ដែលគេស្គាល់តែតាមពណ៌នាលើពាក្យដាក់មុន ប៉ុណ្ណោះ។ ដូច្នេះលោកអ្នកត្រូវធ្វើឲ្យគេមានសមានចិត្តចាប់អារម្មណ៍ដោយល្អ ។

ទីមួយ- ក្នុងពេលសម្ភាសន៍ និយោជកគេតែងសង្កេតមុនដំបូង អាការៈក្រៅ ។ ដើម្បីសម្ដែងនូវអាការៈក្រៅឲ្យល្អ ត្រូវគោរពដូចតទៅ៖

- ខោអាវស្អាត ឥតប្រលាក់ ហើយអ៊ុតរាប
- ធ្មេញស្អាត ហើយកុំឲ្យស្អុយមាត់
- ដំហារឲ្យត្រង់ តែកុំឲ្យបំពេង
- សក់កាត់ស្អាត ហើយសិតត្រឹមត្រូវ
- តួខ្លួនស្អាត- កុំឲ្យមានធូលីក្រក់
- ទឹកមុខទន្ទ្រាលចិត្ត ស្លូតបូតរីករាយ

បើលោកអ្នកសមរម្យ លោកអ្នកអាចកាន់តែទុកចិត្តឡើង ជាការសំខាន់សំរាប់សម្ភាសន៍។

ទីពីរ - ក្នុងពេលសម្ភាសន៍ និយោជកគេតែងសង្កេតមើល អាកប្បកិរិយា ដែលលោកអ្នកបញ្ចេញ ។ ទំដើម្ដេចឲ្យចូលទាន់តែត្រូវពេល ត្រូវចេះគួរសម និយាយតែតាមការពិតពីខ្លួនលោកអ្នក និងអ្នកឯទៀត ហើយម៉េចនឹងឆ្លើយពេលសំនួរគ្រប់បែប។ នៅទំព័រខាងក្រោយមានគំរូនៃសំនួរក្នុងសម្ភាសន៍ សំរាប់បង្ហាត់លោកអ្នក។



សំនួរគំរូ សំរាប់សម្ភាសន៍

សម្ភាសន៍ជាការផ្ដល់ព័ត៌មានទៅវិញទៅមក - ជាឱកាសផ្ដល់ឲ្យនិយោជកស្គាល់លោកអ្នកបានច្រើន ហើយឲ្យលោកអ្នកស្គាល់និយោជក លើសពេលមុននិង ៗ តាមធម្មតានិយោជកគេច្រើនសួរដូចតទៅ ។ សូមមើលនូវសំនួរគំរូនេះ ហើយៗ រៀនរៀបចំពាក្យឆ្លើយមុននឹងចូលធ្វើសម្ភាសន៍មួយៗ ។

- ហេតុអ្វីលោកអ្នកចង់ធ្វើការឲ្យក្រុមហ៊ុននេះ ?
- គុណសម្បត្តិអ្វីខ្លះ ដែលលោកអ្នកមានសំរាប់ការងារនេះ ?
- តើនៅអនាគត លោកអ្នកមានផែនការណ៍របៀបណា ?
- តើការងារណាមុន ដែលអាចជួយលោកអ្នកបំពេញកិច្ចការថ្មី ?
- ហេតុអ្វីបានជាបោះបង់ចោលការងារលើកក្រោយបំផុតនោះ ?
- សូមនិយាយបន្តិចអំពីវិជ្ជា ដែលលោកអ្នកបានបំពេញ ?
- ក្នុងផ្នែកណា ដែលលោកអ្នកពូកែជាងគេ ?
- ផ្នែកណា ដែលលោកអ្នកខ្សោយ ?
- នៅពេលទំនេរ លោកអ្នកចូលចិត្តធ្វើអ្វី ?
- តើអ្នកធ្វើដំណើរទៅធ្វើការតាមបែបណា ?
- តើលោកអ្នកចូលចិត្តធ្វើការបន្ថែមម៉ោងទេបើគេត្រូវការ ?
- តើធ្លាប់មានការភាន់ច្រឡំជាមួយអ្នកត្រួតលោកអ្នកទេ ?
- ហេតុអ្វីបានជាលោកអ្នកចាប់ចិត្តនឹងការងារនេះជាពិសេស ?
- តើលោកអ្នកចូលចិត្តធ្វើការម្នាក់ឯង ឬជាមួយអ្នកឯទៀត ?

នៅទីបញ្ចប់នៃសម្ភាសន៍ លោកអ្នកអាចមានឱកាសសួរគេវិញ ។ និយោជកអាចថ្លឹងមើល នូវចំណាប់អារម្មណ៍របស់លោកអ្នក ក្នុងការងារ ដោយផ្ទៃក្រោយនៃសំនួររបស់លោកអ្នក ។ ហេតុនេះហើយ សួរនិតអំពីត្រង់ណា ដែលអ្នកធ្វើសម្ភាសន៍គេមិនបាននិយាយ ឬ ដែលលោកអ្នកនៅឡើយមិនច្បាស់ មិនទាន់យល់ ។ ឧទាហរណ៍ ៖

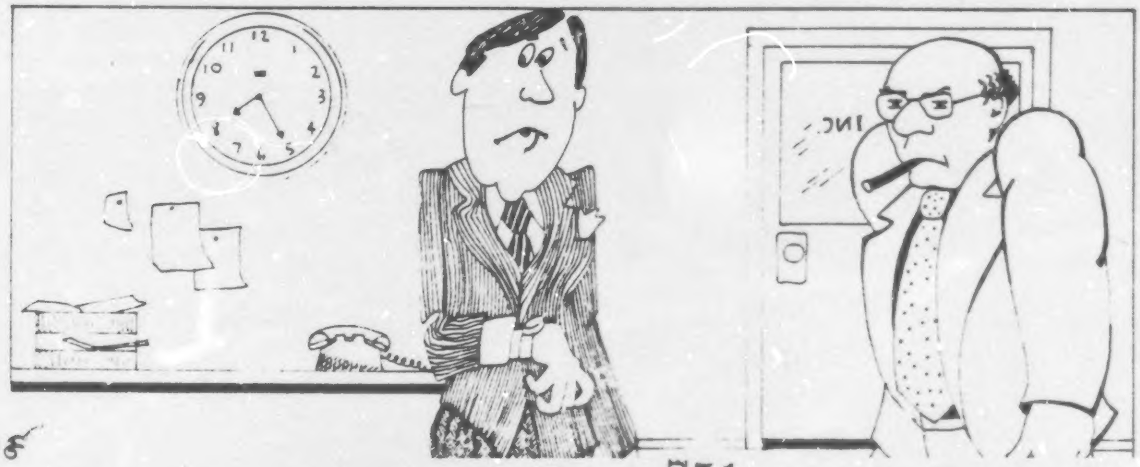
- តើខ្ញុំទៅធ្វើការនៅទីណា?
- ពីម៉ោងប៉ុន្មាន ដល់ម៉ោងប៉ុន្មាន?
- តើខ្ញុំធ្វើការជាមួយអ្នកណា?
- បានបៀវត្សរ៍ប៉ុន្មាន ពេលចាប់ធ្វើការដំបូង?
- តើខ្ញុំអាចទទួលប្រយោជន៍បំណាច់អ្វីខ្លះ?
- កិច្ចការណាខ្លះ ដែលខ្ញុំត្រូវធ្វើក្នុងការងារនោះ?
- តើគ្រឿងបរិក្ខារៈ ក្នុងប្រើការណាខ្លះ?
- តើមុខការនេះ ជាបណ្ដោះអាសន្ន ឬ ជា អចិន្ត្រៃយ៍?

ចាប់ផ្ដើមការ និង រក្សាការរបររក

ដើម្បីរក្សាការ ឲ្យបានជាប់រហូត ត្រូវធ្វើឲ្យប្រសើរដើមៗ មុនដំបូងលោកអ្នក ខិតខំរៀនសូត្រ ថាគេដាក់ឲ្យលោកអ្នកធ្វើការណា ពិបាក ឬនិងអ្នកឯទៀតមិនចង់ធ្វើ ។ មិនត្រូវស្ទាក់ស្ទើរ ហើយកុំអស់សង្ឃឹមៗ បើលោកអ្នកចាំធ្វើការឲ្យបានយូរបន្តិចទៅក្រោយ គេនឹងឲ្យលោកអ្នក ឡើងថ្នាក់ខ្ពស់ត្រង់ដំណើរមុខ ។ បើលោកអ្នកចង់ត្រូវមិនស្នៀង ហើយយកចិត្តទុកដាក់ក្នុងការរបរធ្វើ នេះជាការ ចំណុចនៃផែនការ ៖

១- ទៅធ្វើការរាល់ថ្ងៃឲ្យត្រូវពេល ។ ២- ស្រឡាញ់ការរបរ ហើយខំធ្វើការពេញទំហឹង ។
៣- ចេះគួរសមនិងគោរពអ្នកឯទៀតជានិច្ច ។ ៤- ប្រព្រឹត្ត អំពើទៀងត្រង់ ។
៥- ចេះរីករាយនិងញញឹមដាក់គេ ។ ៦- ផ្ចិតផ្ចង់ស្ដាប់ពាក្យប្រដៅទាំងអស់ ។
៧- សួរគេពេលណាខ្លួនមិនយល់ - ៨- ត្រូវមានភាពស្អាតបាត ។
៩- ប្រើពេលវេលាដោយចេះគិត ។ ១០- សុខចិត្តរាក់ទាក់ក្នុងកិច្ចការនិងខុសត្រូវថែម ។
១១- បំរុងខ្លួនប្រើប្រាស់គ្រឿងការទិចការ ដោយគិតទំនងប្រយោជន៍ឲ្យនោះ ។
១២- គោរពច្បាប់វិន័យនិងបទបញ្ជាទាំងអស់ ។ ១៣- ប្រុងខ្លួនចាំដោះស្រាយបញ្ហា ឬការព្រួយបារម្ភ បើមានជាមួយអ្នកត្រួតត្រាខ្ពស់ជានិច្ច ។
១៤- ពេលណាមិនអាចមកធ្វើការ ឬមកយឺត កុំភ្លេចប្រាប់ឲ្យគេដឹងមុន ។
១៥- ត្រូវចេះធ្វើការតាមចាំបាច់ឲ្យគេត្រូវការជានិច្ចកាល ។

បើលោកអ្នកធ្វើរបៀបឈ្មោះល្អ កិត្តិភាពនឹងតាមលោកអ្នករហូត ។ ដូច្នេះទុកការរបរជាដំហានយ៉ាងប្រសើរ នៃមាគ៌ានោះទៅគោលបំណងចិត្តចង់របស់លោកអ្នក ។



សហជីព ។- សហជីពនៃការងារ ជាសង្គការរួមរបស់កម្មករ
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គាំពារនិងការពារសិទ្ធិរបស់ខ្លួន តម្លើងបៀវត្សរ៍ និងលើក
កំពស់នៃស្ថានការណ៍ធ្វើការ ។ តែកាលណាមានមនុស្សធ្វើការ
ច្រើន ឲ្យនិយោជកមួយរូប បញ្ហាតែងជាកើតមានមិនខាន ។ ដោយ
កុំឲ្យកម្មករម្នាក់ៗ ប្រឹងប្រែងនិយាយផ្ទាល់ជាមួយនិយោជកគេ
បង្កើតសហជីពនៃការងារ ដើម្បីជាមធ្យោបាយតតាំងទាមទារយក
សិទ្ធិ ផ្តល់ឲ្យកម្មករទាំងអស់ ។ មួយរបរខ្លះ តម្រូវឲ្យអ្នកធ្វើ
ការចូលជាសមាជិកនៃសហជីព តែម្តង ។ ដល់មួយរបរខ្លះ
ទៀតគិតដូចនោះដែរ ។ តាមធម្មតាត្រូវបង់ប្រាក់ចុះឈ្មោះនៅ
ពេលចូលរួម រួចបង់ប្រាក់ហ៊ុនរៀងរាល់ខែ ។

បានទទួលស្គាល់ផង

U.S. Department of Labor, Bureau of Labor Statistics

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Occupational Outlook Handbook, Bulletin 2075

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Exploring Careers, Bulletin 2001

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Oregon Historical Society

—

Laurie Fort, Front Cover Design

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Team Associates, Inc

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Print Media Resource Center

WORK IN AMERICA

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By
Renette Meltebeke
with
Mary Sweet

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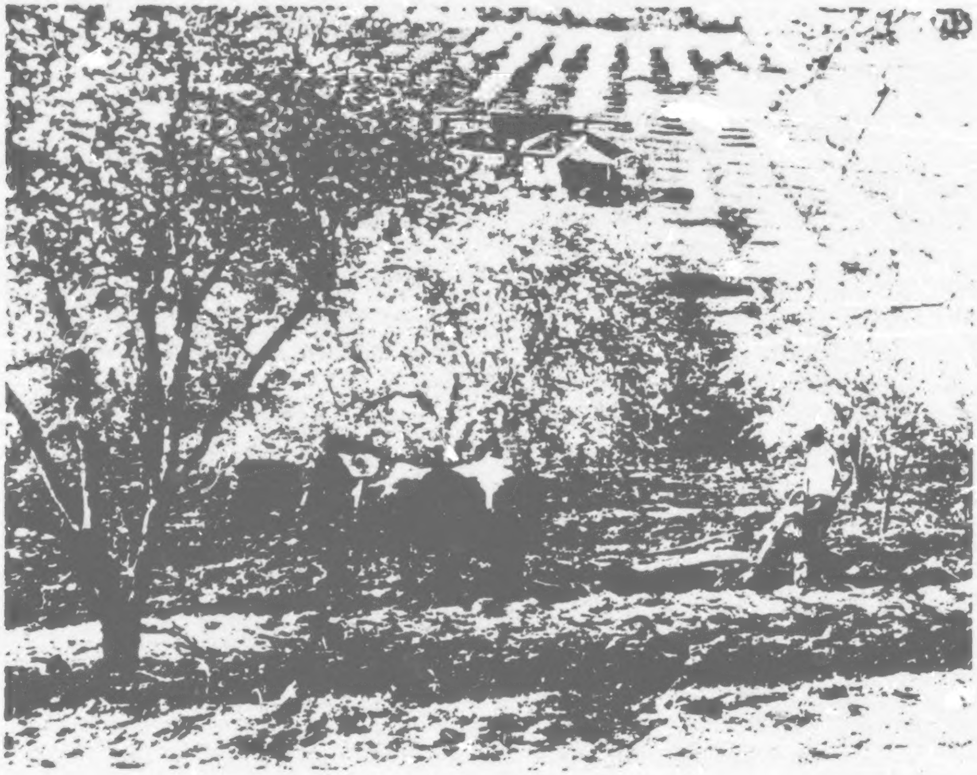


CULTURAL BACKGROUND

The United States has a history as a land of hope and opportunity. Life can be difficult sometimes, but with careful planning and hard work each person can usually reach her or his goals.

An American can expect to spend most of her or his lifetime working. Your job is likely to be one of the most important activities in your life and therefore should be something that you find satisfying. People who are not willing to work are often not respected, because they are seen as non-productive members of society who must be supported by others. Successful work activity is considered necessary for the good of the individual as well as society.

There may be many people who want the same job. An employer must choose which workers to hire. The employer will want someone who is neat in appearance, who wants to work hard and who has the necessary experience and or training. Sometimes employers are afraid to hire someone who is different from themselves. Laws have been made to say that people of different ages, sexes, races, religions and nationalities must be treated fairly. However, you may have to work harder than others to prove that you can do the job. This booklet will help you learn about what jobs are available in our country and how to get one of those jobs.

EXPLORING CAREERS

There are more than 20,000 kinds of jobs in our country. You may find that a job you never heard of before may be just right for you. The following is a list of all the separate groups of related jobs.

EDUCATION
TRANSPORTATION
OFFICE
SERVICE
HEALTH
NATURE
INDUSTRIAL
CONSTRUCTION
SCIENTIFIC TECHNICAL
SALES
MECHANIC REPAIRERS
SOCIAL SERVICE

PERFORMING ARTS, DESIGN & COMMUNICATION

On the next few pages is a description of each of these groups of jobs. More information on each of these jobs can be found in schools, libraries, employment offices, and training program offices.

EDUCATION

Workers in these jobs are involved in teaching and leading people of all ages with activities using word and number skills. Their work requires them to be creative, dependable, patient and competent in working with people.

Examples of jobs in this field include:

ELEMENTARY SCHOOL TEACHER
TEACHER AIDES
SECONDARY SCHOOL TEACHER
LIBRARIANS
LIBRARY ASSISTANTS

HEALTH

Workers in these jobs care for people to help them with their emotional and physical health. Activities may include taking care of patients, following instructions exactly, keeping accurate records, or learning to use machinary to help people.

Examples of jobs in this field include:

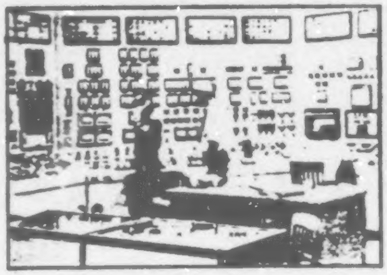
MEDICAL TECHNICIANS **NURSES**
DENTAL HYGIENISTS **NURSES AIDES**
DENTAL LABORATORY TECHNICIANS

SCIENTIFIC TECHNICAL

Workers in these jobs work with research, problem solving, and using scientific laboratory equipment.

Examples of jobs in this field include:

SCIENTISTS **DRAFTERS**
MATHEMATICIANS **ENGINEERS**
LABORATORY TECHNICIANS

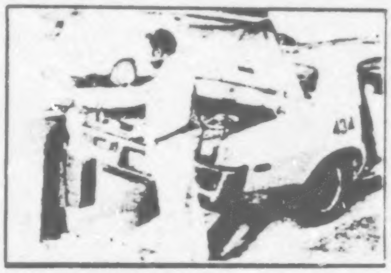


TRANSPORTATION

Workers in these jobs provide air, rail, highway and water transportation for people and goods anywhere in the world. Activities include driving buses, trucks, cabs, flying aircraft, operating trains or boats.

Examples of jobs in this field include:

BUS DRIVER
TAXICAB DRIVER
RAILROAD WORKERS
MERCHANT MARINE SAILORS
TRUCK DRIVER



NATURE

Workers in these jobs care for or work with plants or animals, usually outdoors. Activities include farming, fishing, landscaping and animal care. Work often involves long hours of hard physical labor.

Examples of jobs in this field include:

NURSERY WORKER
ANIMAL CARETAKER
FISHERMEN
LANDSCAPER
FARMER

PERFORMING ARTS, DESIGN & COMMUNICATION

Workers in these jobs use ideas and emotions. Activities include dance, drama, music, art, photography, writing and speaking.

Examples of jobs in this field include:

ACTORS/ACTRESSES
WRITERS
PHOTOGRAPHERS
DANCERS
MUSICIANS

SALES

Workers in these jobs sell goods or services to others. Sales workers must be outgoing, good with other people, have energy, self confidence, imagination, self discipline, and arithmetic skills.

Examples of jobs in this field include:

SALESPERSON
CASHIER
CHECKER
VENDORS
RETAIL SALES CLERKS

OFFICE

Workers in these jobs do a wide range of tasks to keep businesses and other organizations running on a day to day basis. Activities may include typing, keeping records, filing or using office machines.

Examples of jobs in this field include:

SECRETARIES **COMPUTER PROGRAMMERS**

TYPISTS **BOOKKEEPERS**

BANK TELLERS

INDUSTRIAL

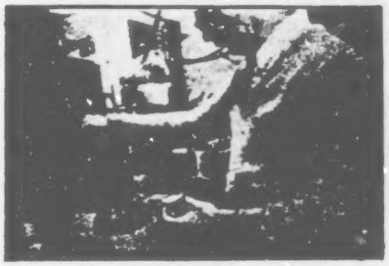
Workers in these jobs are found in many large industries. The worker must usually do the same task over and over again such as putting together small parts, watching or running machinery, sorting or counting things or packing goods into boxes.

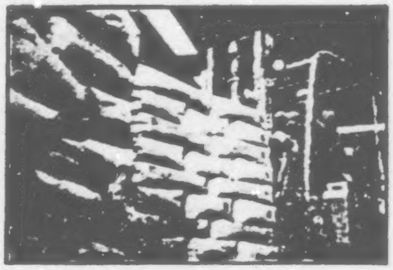
Examples of jobs in this field include:

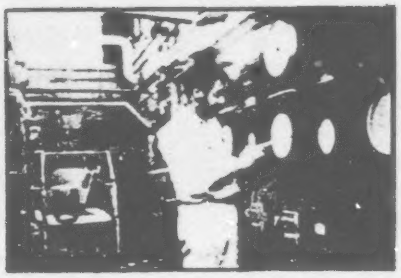
SEWING MACHINE OPERATORS **PRODUCTION PAINTERS**

ASSEMBLERS **INSPECTORS**

WELDERS





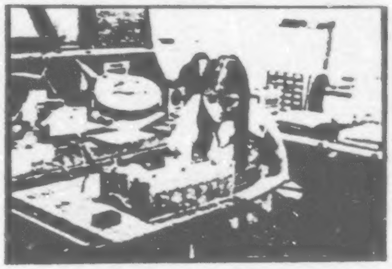


MECHANICS & REPAIRERS

Workers in these jobs use machines, hand tools and knowledge to keep equipment in good working order. Activities include repairing and maintaining equipment, carrying and handling tools, stooping, crouching and lifting, often working with dirty and greasy parts.

Examples of jobs in this field include:

AUTOBODY REPAIRER
AUTO MECHANIC
TELEPHONE REPAIRER
APPLIANCE REPAIRER
COMPUTER SERVICE TECHNICIAN



SERVICE

Workers in these jobs are employed in a wide variety of tasks ranging from serving food to cleaning buildings. These workers must be courteous, tactful and neat because their success depends on the impression they make on their customers. Physical strength is necessary for those jobs that involve lifting heavy objects or standing for a long period of time.

Examples of jobs in this field include:

WAITER/WAITRESS
BARBER
CUSTODIAN
COOK
HOUSEKEEPER
CHILD CARE

CONSTRUCTION

Workers in these jobs build, repair, or improve homes and all kinds of buildings. They also may work on highways, pipelines, airports, or missile launching pads. Activities require standing for a long time, bending, stooping, and working in cramped places. Much of the work is done outdoors.

Examples of jobs in this field include:

BRICKLAYER
PAINTER

PIPEFITTER
PLUMBER

CARPENTER

SOCIAL SERVICE

Workers in these jobs help others and must like people. People with different backgrounds and skills often work together as members of a team. Activities include helping people either one-to-one or in groups to solve both day-to-day and special problems. Workers in this field must be able to speak and write well and be able to work with all kinds of people.

Examples of jobs in this field include:

PEOPLE WORKING FOR SOCIAL SERVICE AGENCIES

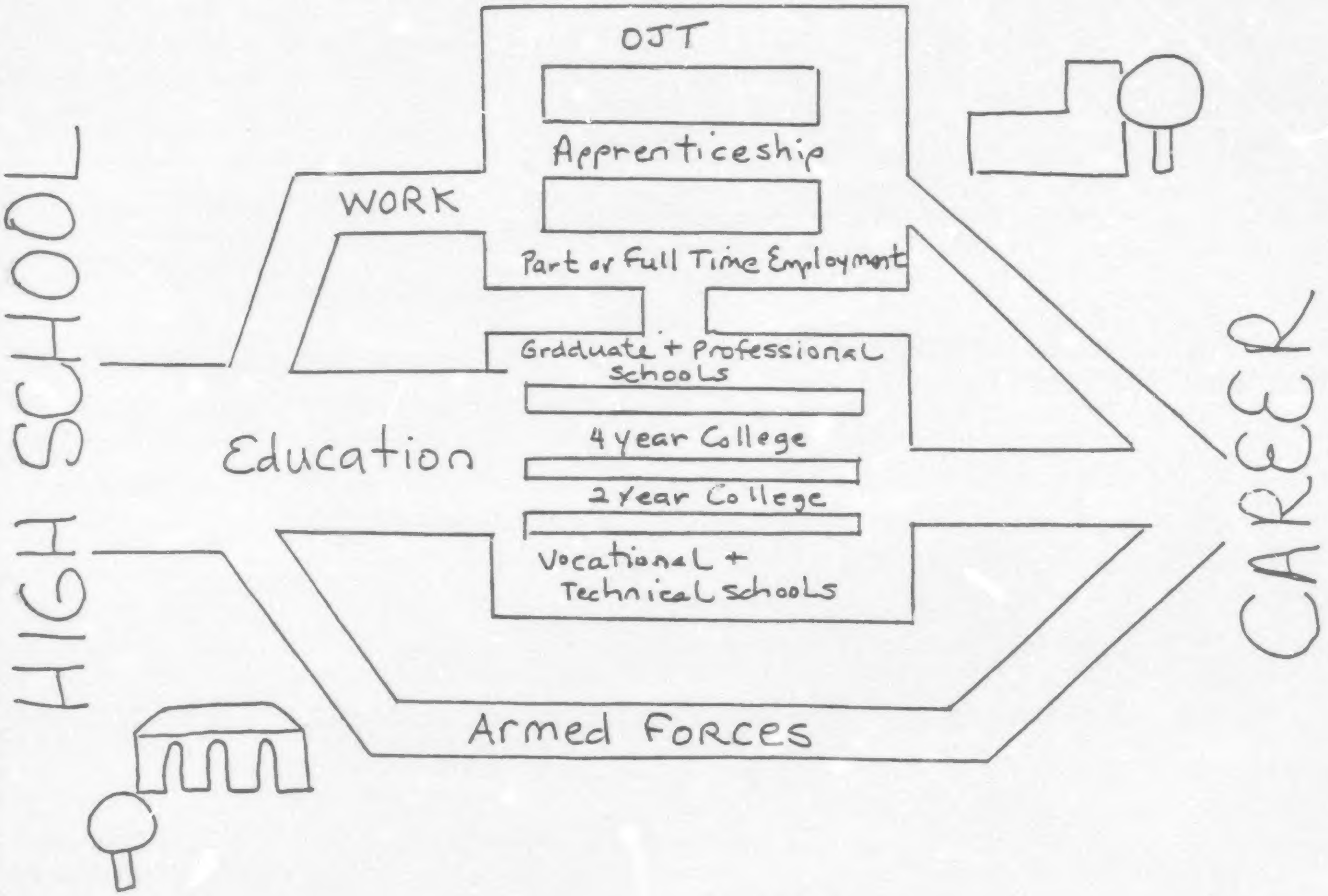
SOCIAL SERVICE AIDES

COUNSELORS

HOW TO GET THE TRAINING YOU WILL NEED

Every job involves things that you must learn. However, the amount of training you need varies from job to job. Deciding how much time, effort and money you want to put into job training is an important part of finding a job. Schools or employment offices can help you find places that will help you get money to pay for training or education.

The chart below illustrates the number of choices that are open to you after high school. As you can see there are many ways of getting the education and training you will need for a job. The following page will describe several of your education and training opportunities.


HIGH SCHOOL
OJT
Apprenticeship
WORK
Part or Full Time Employment
Graduate + Professional Schools
Education
4 year College
2 Year College
Vocational + Technical schools
Armed Forces
CAREER

HIGH SCHOOL

The best way to start your career is to complete high school. High school courses give you some basic skills that will help you get along in our society.

GENERAL EQUIVALENCY DIPLOMA (GED)

A General Equivalency Diploma can be used instead of a high school diploma. It shows successful completion of general education development tests in English, grammar, social studies, science and mathematics. Classes for a GED can be taken at your local community college.

ADULT BASIC EDUCATION (ABE)

Adult Basic Education courses are offered to anyone who wants to bring up their basic skill levels in order to continue their education or find a job. These classes are also available through your local community college.

ON-THE-JOB TRAINING (OJT)

On-the-job training means learning how to do a job from more experienced workers by helping and observing them and working under their supervision. Training takes many forms and can last from a few days to a year of more.

APPRENTICESHIP

Apprenticeship is a way of learning a trade that [illegible] on-the-job training and classroom instruction. Apprenticeship programs are sponsored by unions and employers. When you have completed your apprenticeship program in 1 to 6 years, you are expected to be fully qualified in your trade.

VOCATIONAL AND TECHNICAL SCHOOLS

These schools offer courses to learn the skills you will use on the job. You will practice things in the classroom that you will be expected to do at work. You will also study subjects that will help you on the job. Upon completion you will receive a certificate of achievement, which generally means you are ready to begin work at once.

TWO YEAR COMMUNITY COLLEGES

In community colleges, you can prepare for specific occupations. The typical program lasts 2 years or more and leads to an associate degree, but a number of courses can be completed within 1 year. Community colleges have close ties with local businesses and industries and try to make their programs meet the needs of the local area.

FOUR YEAR COLLEGES AND UNIVERSITIES

In colleges and universities you can get a bachelor's degree with a major in one or more subjects. Your major is the subject you specialize in such as business administration or education. This type of training does not prepare you for one specific job the way an apprenticeship does, but instead gives you the basis on which to build any one of several careers. Very often college graduates with a bachelor's degree start out as trainees. They are regarded as beginners who have the basics, but still have more to learn.

ARMED FORCES

The Armed Forces train people in most of the same occupations that civilians work in, such as cooks or mechanics. You can learn job skills and gain work experience while in the service and then use these same skills later to get a job as a civilian.

ENTRY LEVEL JOBS

This is a list of some jobs that do not require any kind of special training. Though graduation from high school is considered important, it is not required for many jobs. The following is a list of jobs for which experience and personal qualities are more important than formal education.

SEWING MACHINE OPERATOR
KITCHEN WORKER
LAUNDRY WORKER
JANITOR
GROCERY CHECKER
STOCK CLERKS
BUS BOYS/GIRLS
WAITER/WAITRESS
FRY COOKS
CANNERY WORKERS
FARM WORKERS
SHOE REPAIR
PULP AND PAPER WORKERS
UPHOLSTERERS
SAW MILL OCCUPATIONS
RAILROAD LABORERS

FREIGHT HANDLERS
FORKLIFT OPERATORS
CONSTRUCTION LABORERS
PACKERS AND WRAPPERS
PRODUCTION PAINTERS
MESSENGERS
COUNTER ATTENDANTS - FAST FOOD
SECURITY GUARDS
GARDENERS
TEXTILE MACHINE OPERATOR
ROOM CLEANERS
FOOD PROCESSING WORKERS
ANIMAL CARETAKERS
SERVICE STATION ATTENDANTS
COMMERCIAL FISHERMEN
SOCIAL SERVICE AIDES
FLORAL DESIGNERS

FINDING A JOB

There are many places to look for job openings; the following is a list of some of the most common sources of job information.

Want Ads The "Help Wanted" ads in your newspaper contain hundreds of job listings. As a job search tool, they are cheap and easy to get and they often result in a job. If you use the want ads keep the following in mind:

HELP WANTED

— Do not rely just on the want ads, follow up other job leads, too.

-- Answer ads promptly. The opening may be filled by the first person that applies.

— Read the ads every day as early as possible. Pay special attention to the Sunday paper as it usually has the largerst number of ads.

— Do not expect much from "blind" or "misleading" ads that do not tell who the employer is or do not require any experience. This usually means the job is hard to fill because of low wages or poor working conditions.

Public Employment Agencies These agencies are run by the government and help to find workers for employers and employers for workers. They have hundreds of job listings that are updated daily and their services are free. You can find your State Employment Service office in the White Pages of your telephone directory listed under STATE GOVERNMENT.

Private Employment Agencies These agencies charge a fee for finding you a job. Sometimes the employer pays the fee and other times the applicant pays the fee. All private agencies are in business to make money so they may not be looking out for your best interests. Some offer higher quality service and better chances of successful placement than others. Check with the Better Business Bureau before signing a contract with any private agency. You can find private employment agencies in the Yellow Pages of your telephone directory listed under EMPLOYMENT. They also do alot of advertising in the want ads of your newspaper.

Government Jobs The city, county, state and federal government employs many different kinds of workers. Be sure and check with each civil service office or personnel office listed in your phone book under the names of your city, county, state and United States Government.

NEWS
DAILY
Time

Temporary Help Agencies These agencies hire workers on a short term basis to fill temporary openings. They enable you to try out different types of work to help you make decisions about what you might like to do. They also help get you introduced to employers and may lead to full time jobs. Temporary Employment Agencies can be found in the Yellow Pages of your phone book listed under EMPLOYMENT.

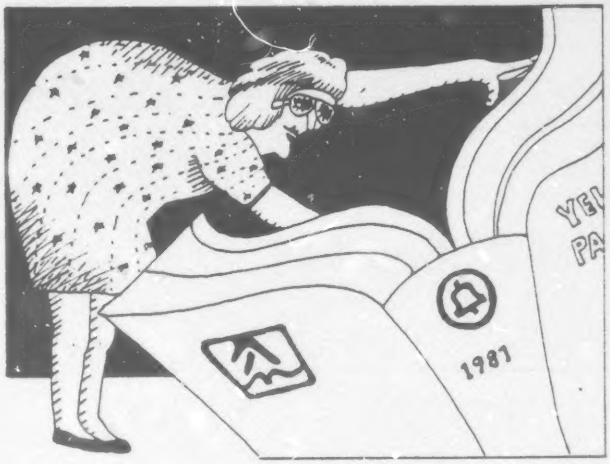
Yellow Pages of the Phone Book Because many jobs are never advertised, direct application to employers listed in the Yellow Pages of the phone book is often an effective job search technique. The Yellow Pages list the names, addresses and phone numbers of all the businesses in your area. They are listed alphabetically by the type of business or job.

Family, Friends and Others Often people that you know can help you find out about job openings before the job is advertised. Ask everyone about a job. Get people to ask their friends and family. This process is called "networking" and may lead you to a job.

Talk To People On Jobs You Think You Might Like People like to talk about their jobs. They can help you decide if you would like that type of work and they may be able to help you with some possible job leads.

Be willing to start at any entry level position. Once you have a job and people know you, you can be promoted to different jobs until eventually you get the job you want. Make sure you are qualified for and interested in any job you apply for. Looking for a job is hard work, so plan to spend at least 30 to 40 hours a week on your job search.

The following job information sheet will help you to get the kind of information you will need in order to decide if you are right for the job and the job is right for you. After getting as much information as you can, if you still think the job is right for you, apply for it!



Job Title:
Name of Employer:
Address:
Phone:
Duties:

Requirements:

Wages:
Hours: to

Days: M T W Th F S S
Working conditions:
Benefits:
How to apply:
Who to contact:
Where you found out about the job:
Your qualifications:

Are you qualified?
Are you interested?

Results:

UNDERSTANDING THE WANT ADS

The Help Wanted ads are found in the classified section of your newspaper. They are listed in alphabetical order from A to Z. It is important to read all of the ads, because sometimes jobs will be listed in different places. For example, you may find a job for a mechanic listed under M for mechanic, or A for auto, or R for repair. Because the ads are small, many words are shortened or abbreviated. Letters are left out. Many abbreviations use the first few letters of a word as in sal =salary. Others may use the first and last letters of a word as in hr. = hour. The following is a list of the most common abbreviations found in the want ads.

admin. = administrative
adv. = advancement
a.m. = morning
appt. = appointment
asst. = assistant
ave. = avenue
bkkg. = bookkeeping
bldg. = building
blvd. = boulevard
bus. = business
co. = company
corp. = corporation
dept. = department
dir. = director
div. = division
driv. lic. = driver's license
equip. = equipment
etc. = and so on
eves. = evenings
ext. = extension
exp. = experience
hr. = hour
h.s. grad. = high school graduate
incl. = including
m/f = male or female
mfg. = manufacturing
min. = minimum
mo. = month
nec. = necessary
pt. time = part time

perm. = permanent
pd. = paid
p.m. = afternoon or evening
p/t = part-time
refs. = references
req. = required
secty. = secretary
shthd. = shorthand
st. = street
trans. = transportation
tech. = technical
temp. = temporary
trnees. = trainees
typ. = typing or typist
wk. = week
wkdys. = week days
wkly. = weekly
wpm. = words per minute
yr. = year
N. = North
S. = South
E. = East
W. = West
M. = Monday
T. = Tuesday
W. = Wednesday
Th. = Thursday
F. = Friday
S. = Saturday
S. = Sunday

Check your understanding: Read each of the following want ads and see if you can answer the questions correctly, then check your answers with the answers on the back.

PART TIME JANITOR
Cherryville 7 to 9 a.m. Mon - Fri. $3.50 hr. Exper, car & phone required. 227 - 1359

1. What type of position is being offered?
____
2. Where is this job located? ____________________
____
3. What hours would you be working?
____
4. Are there any requirements? Yes ___ No ___
If so, what are they? ____________________
____
5. Is this a part-time or full-time job?
____

EXPERIENCED SERVICE STATION ATTENDANT
Age no factor. Mechanical experience helpful. Apply: Bob's Gas Station 103 S.W. Park. Ask for Bob.

1. What type of employment is being offered?
____
2. Are there any requirements for the job?
____
3. What might be helpful? ____________________
____
4. How do you apply? ____________________
____
5. Who do you contact? ____________________
____

HOUSEKEEPERS
Experience helpful. Apply in person at Ted's Motor Inn, 220 S.W. Jones Rd.

1. What type of work is this? ____________________
____
2. Where would you be working? ____________________
____
3. How should you apply? ____________________
____
4. Do you need experience? ____________________
____
5. Who has placed this ad in the paper?
The employer ___________
An employment agency ___________

APPLYING FOR A JOB

There are only three ways you can apply for a job.

In person →	Help wanted Apply 105 Main St.
By telephone, or →	Help wanted Call 256 - 3770
with a letter →	Help wanted Write Box 211

Applying in Person

When you apply for a job in person be sure to be there early. It is always important to try to be the first one to answer an ad.

Before you go make sure your appearance is neat and clean. Take all the information you will need in order to fill out the job application and be prepared to answer any interview questions. If you are not sure how to get there call the information number of your public transportation company or get a map of your local area and ask someone at a service station to help you. Finally, always go alone, this will let the employer know that you have the confidence and independence to do things on your own.

Applying by Telephone

When you apply by telephone make sure you call early. Ask to talk to someone in the personnel department. Tell them your name and what job opening you are interested in. Have all of your information by the phone so you can answer any questions quickly. Make sure you have a piece of paper and pencil ready to write down any information you will need to apply for the job. If they do not have a job opening ask if they know of anyone else who does.

Applying by Letter

When you apply in writing you will need what is called a letter of application. This letter introduces you to an employer, indicates your reason for writing, states your qualifications and requests an opportunity to come in for a personal interview. All letters of application contain the same basic information and should always include a copy of your resume.

The Resume It is often useful to have a resume. It is a short but complete description of yourself. It lists all of your education, skills and experience that would qualify you for the job. It helps you to introduce yourself to an employer and allows you to present information about yourself that you could not include on the application. A resume is also useful in keeping track of all the names, addresses, dates and other information that you will need to fill out your job application.

The Application When you apply for a job you will usually have to fill out a job application. This application is *very important*. It is the employer's first impression of you. It could decide whether or not you get the job, so it is important that you be neat, complete and follow all directions carefully. If something on the application does not apply to you do not just leave it blank. Put "N/A" for not applicable, "no" "none", or just draw a line through the space, to show that you have read and understood the question. Always be honest in filling out your application. Remember to print clearly on an application and use only a pen or typewriter, not a pencil or felt pen.

APPLICATION

The Interview

The interview is the final and perhaps the most important step in applying for a job. It is during the interview that the employer actually gets to see the person that up until now may have only been described on paper, so it is important that you make a good impression.

One of the first things the employer will notice in the interview is your *appearance*. The following is a checklist for good personal appearance.

— Clothes clean, neat and pressed.

— Hair clean, neat, styled or combed.

— Teeth clean and breath fresh-smelling.

— Body clean and free of any unpleasant odors.

— Posture straight but not stiff.

— Facial expression friendly, relaxed and alert.

If you look good you will feel more confident and that is important in an interview.

The second most important thing that the employer will notice in an interview is your *attitude*. Make sure you are on time, be polite, say only positive things about yourself and others and be prepared to answer any questions. On the following page are some sample interview questions that will help you to prepare for the interview.

Sample Interview Questions

The interview is an exchange of information. It is a chance for the employer to learn more about you and you to learn more about the employer. Here are some typical questions asked by employers. Look over the questions and think of how you might answer them before going to an interview.

— Why do you want to work for this company?

— What qualifications do you have for this job?

— What are your future plans?

— What jobs have you had before that would help you with this job?

— Why did you leave your last job?

— Tell me something about your education?

— What are your major strengths?

— What are your weaknesses?

— What do you like to do in your free time?

— How will you get to work?

— Are you willing to work overtime when needed?

— How well do you get along with your supervisors?

— How did you become interested in this particular job?

— Do you prefer working alone or with others?

At the end of the interview, you will have a chance to ask questions. An employer may determine how interested you are in the job by the type of questions you ask. Ask about the things that the interviewer has not already told you or that you still do not understand. For example:

— Where would I be working?

— What are the hours?

— Who would I be working with?

— What is the starting salary?

— What benefits do you offer?

— What exactly would I be doing on this job?

— What are the opportunities to advance?

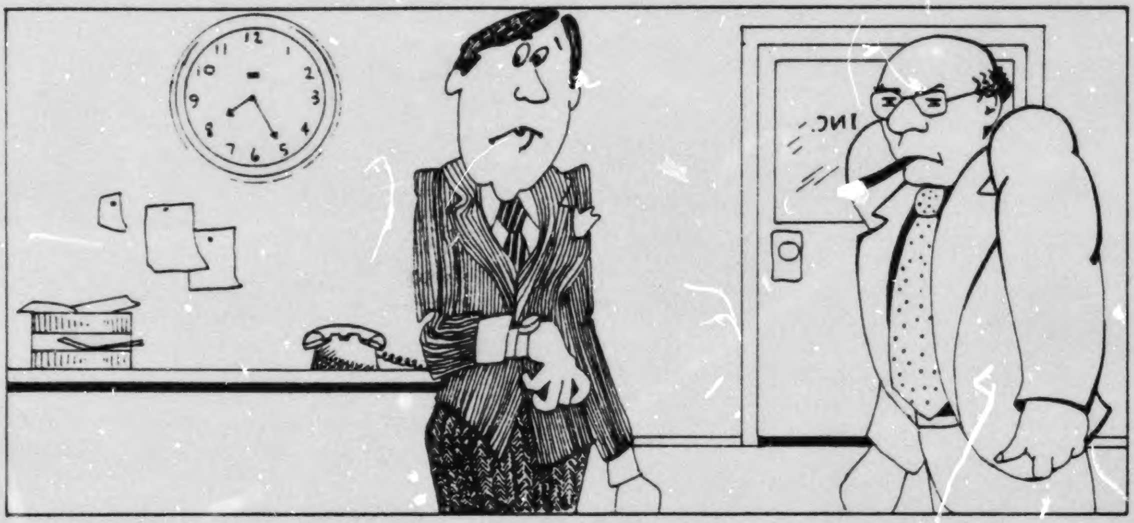
— Is this temporary or permanent position?

STARTING AND KEEPING A JOB

The best way to keep a job is to get off to a good start. As a new person on the job you may be asked to do things that you think are unfair or that other poeple do not want to do. Do not let that discourage you. Once you have worked in a place for a while, you will be promoted to bigger and better things. The most important thing is that you remain positive and have the right work attitude:

1. Be on time everyday.
2. Take pride in your work and always do your very best.
3. Always treat others with courtesy and respect.
4. Be honest.
5. Be cheerful, smile easily.
6. Listen carefully to all directions.
7. Ask questions if you do not understand.
8. Be alert.
9. Make good use of your time.
10. Be willing to accept additional duties and responsibilities.
11. Be able to accept criticism without getting angry.
12. Follow all rules and regulations.
13. Be sure to work through any problems or concerns with your immediate supervisor.
14. Be sure to call if you are ever unable to come in to work or will be late.
15. Be able to work without constant supervision.

If you develop a good *work reputation*, it will stay with you wherever you go, so look at every job as an important step on the road to your final goal.

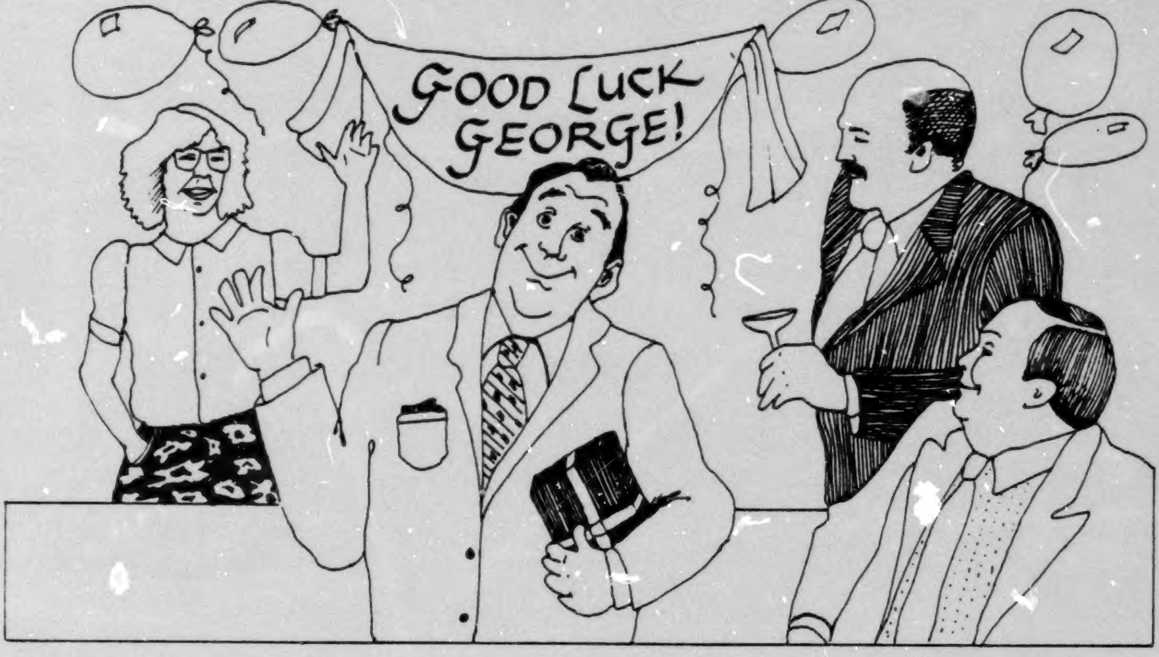


Unions

Labor Unions are organizations of workers united for the commom purpose of protecting and defending their rights, increasing wages, and improving working conditions. Whenever there are large numbers of people working for one employer, there are going to be problems. Rather than having each worker try to talk to the employer individually, labor unions were formed to work for the rights of all workers. Union membership is required in some professions, but not in others. There is usually a starting fee, plus monthly dues.

HOW TO CHANGE JOBS

People change jobs for many different reasons, but it is always best to find a new job before leaving your old one. You will need a recommendation from your employer in order to help you get your next job, so how you quit your job is important. If you leave too quickly or let other workers know you are looking for a new job or you talk about dissatisfaction with your present job, you may end up with a bad recommendation from your employer. That becomes part of your work record and could affect your future. You want your employer to feel good about you. If you are looking for a new job, do not tell anyone until you are sure you have found one. Then give your current employer at least 2 weeks notice in writing that you will be leaving. Never quit a job in anger. Always keep a positive attitude about your job even when you are quitting. Leaving a job with good feelings will improve your chances for success in the future.


GOOD LUCK GEORGE!

ANSWERS TO
CHECKING YOUR UNDERSTANDING OF THE WANT ADS

A. 1. Janitor
2. Cherryville
3. 7 to 9 a.m.
4. Yes experience, car and phone.
5. Part-time

B. 1. Service Station Attendant
2. No.
3. Mechanical Experience
4. In person
5. Bob.

C. 1. Housekeeper
2. Ted's Motor Inn.
3. In person.
4. No.
5. The employer.

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